PROVISION AND PATTERN OF RURAL LIBRARY AND INFORMATION SERVICES IN U.P. WITH SPECIAL REFERENCE TO JHANSI DISTRICT

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In

Library and Information Science

By

J. Sridevi

UNDER THE JOINT SUPERVISION OF

Prof. N.R. Satyanarayana
Head, Deptt. of Library & Information Science
University of Lucknow
LUCKNOW

&

Dr. V.P. Khare
Senior Lecturer
Deptt. of Library & Information Science
Bundelkhand University
Jhansi (U.P.)

Department of Library & Information Science
Bundelkhand University, Jhansi
2004

Information is Knowledge, Knowledge is Wisdom
That helps the people, make right decisions.

Dedicated to

Bhagwan Shri Satya Sai Baba

प्रोफेसर एन. आर. सत्यनारायन
अध्यक्ष
Prof. N. R. SATYANARAYANA
Head

पुस्तकालय एवं सूचना विज्ञान विभाग
Department of Library and Information Science
लखनऊ विश्वविद्यालय, लखनऊ - 226007
University of Lucknow
Lucknow - 226007 (INDIA)

CERTIFICATE

This is to certify that the work embodied in the thesis entitled "**Provision and Pattern of Rural Library and Information Services in U.P. with Special Reference to Jhansi District**" is submitted by **Smt. J. Sridevi** for the award of degree of Doctor of Philosophy in Library & Information Science. It is a record of bona–fide research work carried out by her under our supervision and guidance. This work has not been submitted elsewhere for a degree/ diploma in any form.

It is further certified that she has worked with us for the period required for the Ph.D. degree and has followed, as far as we know, relevant directives laid down in the Ordinance for Ph.D. Degree of the Bundelkhand University.

(Dr. V.P. Khare)
Sr. Lecturer, Dept. of
Library & Information Science,
Bundelkhand University,
Jhansi – 284128, U.P.

(Dr. N.R. Satyanarayana)
Professor & Head, Dept. of
Library & Information Science,
Lucknow University
Lucknow – 226007, U.P.

Date :

DECLARATION

I hereby declare that the thesis entitled "**Provision and Pattern of Rural Library and Information Services in U.P. with Special Reference to Jhansi District**" is my own work conducted under the joint supervision of Dr. N.R. Satyanarayana and Dr. V.P. Khare at the Department of Library and Information Science, Bundelkhand University, Jhansi, as was approved by the Research Degree Committee. I have put in the required period of attendance with the supervisor at the Centre.

I, further, declare that to the best of my knowledge, the thesis does not contain any part of any work which has been submitted for the award of any degree in this University or any other University.

(J. Sridevi)

(Dr. V.P. Khare)
Sr. Lecturer, Dept. of
Library & Information Science,
Bundelkhand University,
Jhansi – 284128, U.P.

(Dr. N.R. Satyanarayana)
Professor & Head, Dept. of
Library & Information Science,
Lucknow University
Lucknow – 226007, U.P.

Date :

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J.SRIDEVI

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CHAPTER – I

INTRODUCTION

CHAPTER - I

INTRODUCTION

1.1-Rural Libraries:

India is a country consisting of 627000 Villages (1991-census) 240,000 of them do not have proper roads, 1,8 0,0 00 do not have primary schools 4,50,000 have drinking water problem, 1,40,000 have no proper dwelling facility. 74.3% of India's population live in the rural areas, sizeable number of them are tribes almost the entire Indian population living below the poverty line live in remote villages because they do not have proper education, health, employment facilities because of lack of schools, libraries and primary health centers etc.

There are nearly 1,20,000 panchayats in India and they could play a major role in introducing library facilities to their people. According to Raja ram Mohan Roy library foundation, we have 60,000 public libraries in our country we have more than 4,00,000 school libraries according to NCERT survey most of them are in rural areas which can function as public libraries where an information facilitation center can be established.

It is necessary and important to define rural Library from its organization and functional point of view. Its objectives, status, available resources, user groups have to be outlined and surveyed in order to make it meaningful and effective in the contemporary social conditions.

A public library in a village has an important role to play in the national programs of social reconstruction and nation building. Libraries are centers not for revolution but for change, which could eventually bring us to a more equitable and integrated society. The Library service must enrich the aspects of living and reach persons of all age groups and occupations helping them to become balanced integrated and satisfied individuals and valuable citizens. Public library contributes to sustain the quality of life in all its aspects educational, economic, industrial, scientific and cultural and to promote the concept of a democratic society in which equal opportunity exists for all to develop in to true citizens with whole and balanced personalities leading to an increasing in the sum total of man's happiness and his environment. The contribution is effected through the public libraries as a multipurpose information, education, and culture agency.

Rural people are less educated, and they are not aware of the utility of the library in their lives. In fact, they are not familiar with the

library as a social agency. Therefore, it is suggested that programs may be offered, to lure people in to the library. These programs may have to be based on the use of audio-visual aids, and chiefly presented in the form of cultural and recreational activities. Rural people earn their livelihood by hard physical labour. It is remarked, it is quite obvious that occupations that involve long hours shift work and difficult condition will work against people finding the time, energy or motivation to search for information, education or recreation through reading. Books may well be only graphic input registered; rural citizens have several situational and human handicaps that will not help them to use library services. Therefore, the problem of rural services deserves greater attention, and people in rural areas need better and more responsive library services.

1.2 Information for Development.

In this age of information explosion, the organization and management of all human activities depend upon the communication and dissemination of information through proper channels. In the developed countries, information is termed as the multiplier of development. It is imperative to evolve an effective and efficient rural community Information system characterizing the integrated approach. Rural information system is a prerequisite to planning and management of any development program.

The planners and administrators need accurate and specific information related to the needs and aspirations of the people as well as the resources available with the former. Only then rural people can derive the maximum benefits from the socio-economic community development programs.

In the absence of an effective and efficient Rural Information system for the development plans and programs, there is a fair chance of the resources going waste or under utilized, where as the people and the areas around them might not be having adequate facilities and services for the development.

Information is considered to be a resource or an asset. It is deemed to be an asset either as a body of factual knowledge, or as a series of acts endowed with response potential, leading to adaptive behavior. It is essential for the progress of the individual and national development. This is why access to right kind of information or possession of correct and relevant information is a key to the various types of problems faced by the individuals, and also the nation.

A.J.Evans[1] in his study defined information as "a sensible statement, opinion, fact, concept or idea, or an association of statements,

opinions or ideas," Regarding the necessity to evolve in an efficient and effective rural information system;

Ramesh Chander in his study has observed that for socio economic development, it is vital to disseminate information among the masses about specific aspects of Science and Technology, Agriculture, Health, Family planning etc.

Shahwar[2] says that the primary purpose of information transfer in the context to rural development is to bring about a change in the quality of life.

Seth[3] writes that cybernetic approach is the best option to bridge the development gap between rural and urban India.

Paliwal points that without effective communication; no society can afford to ignore the importance of dynamic mode of development. It is as indispensable as developing rural India, which is afflicted with a feudalistic agrarian system, mass illiteracy, acute social deformity and passive political functioning.

Information gathering for Rural Libraries may be generated by the government and other agencies and also from the experiences and

data available from local surroundings and institutions. The information collected from and for improving the awareness level of the rural people.

According to Arun Ghosh Present condition of the rural Library system may be improved having a Rural Library policy adopted by the central and state Government. Information communication Technologies may play a great role in improving the services since a large section of rural population can not read and write but they need information for their day to day life as well as for the country's overall development.

According to Villanilam rural communication is essentially based on local newspapers and interpersonal communication by the illiterates those become part of the information process.

1.3. Rural Library and Information Services

India is, by and large, a rural country and the village is a basic unit of social, economic and cultural life of the Indian society. It is also a center of political and administrative activity. In spite of the central importance of the village for understanding and planning for development of the Indian society, and of the remarkable progress

of village studies in social science knowledge, the library profession did not study the village communities. In fact, the village has not been considered as a component of library planning and services. On the other hand, the development planners and administrators did not appreciate the multifaceted role of public library as a center for information and guidance, a catalyst agent of social and cultural life, an instrument of extension activities, etc. in development process. The library is not considered as an input factor in the planning and development process.

Public library is of great importance in development programs.

M.Ruthna Swamy[4] in his studies expressed that "Until and unless the ideas of reform - social, cultural, educational, political, sanitary, economic are made available to and incorporated in the lives of the rural folk of India, we can not expect the progress that shall be lasting and secure,"

The Library makes rural life more attractive. It should be equipped with all methods of cultivating intellectual interest so that it may contribute towards the prevention of a wholesale drift from the village to the city. Through books, audio-visual materials and other extension activities, libraries can do spectacular performance in the socio-cultural, educational, economic and political fields. The village

library can enrich the individual times of the villagers as also the corporate life, of the village community.

Donton in his Education for librarianship says "the potentialities of the country is of its free public libraries from the point of view of the sociological significance to the people."

A village unit at present does not have a proper and complete information system for disseminating the policies and programs devised by the planners for rural people, It also does not have an effective and efficient information system to present all the facts and figures about the quality and quantity of the resources available at the village level to the planners.

1.4. Topic of the present study

This study has been carried out to ascertain the present status of Provision and pattern of Rural Library services in Uttar Pradesh with special reference to Jhansi District.

1.5. Objectives.

As regards the importance of rural library and Information services for rural development, the present study has been under taken with the following objectives:

1. To study and review the existing rural library and Information system available in rural areas.

2. To categorize rural library information services available different places study areas.
3. To examine the impact of different categories of information system are:

   Utilization of men and material resources.

   Awareness of development programs and policies among rural people.
4. To examine the problems faced by rural people regarding information.
5. To design and develop the suitable rural library and Information services.

1.6. Hypothesis

To realize the above objectives, the below mentioned hypotheses have been formulated which are as follow:

1. Better Rural library and Information services lead to better utilization of men material resources.
2. The library (Profession) is largely disconnected with the socio-economic and cultural setting of the village community.
3. Better Rural library and Information services have better chances of creating awareness among the rural folk regarding the increased usage of these services

4. Illiterate people are interested in securing information relevant to their occupational and daily life problems. They will use the library if the library services are directed to solve their information needs and problems.
5. The library is not emerging as a vital instrument of socio-economic change.
6. The traditional passive model of library profession, which serves the literate and motivated persons, is not effective in the village.
7. The library system has to be radically altered in order to make it a useful agency and an integral part of the community. A Rural library policy has to be adopted by the central and state Government.
8. The forms of library services, collection and lending of printed materials is not harmonious with the basic features of the village community like illiteracy, manual labour, social deprivation and inequality etc.

1.7. Methodology

This study uses data for a two-purpose information system existing with library and different organization working at the grass root level. The data also relates to the family, utilization of men and

material resources, awareness of different rural development programs and gains achieved etc.

1. Questionnaire Method:

Questionnaire has been designed and administered for the collection of data with simple, open-ended and closed questions.

2. Interview schedule and field survey:

Personal open-ended Interview with field survey in the village was carried out.

The data collected have been analyzed to understand the rural library and Information services available at different places.

The analysis is also to find out the impact of different categories of information system on utilization of men, land, agricultural resources and information gazettes, implementation efficiency, awareness of library and Information services and their utility, awareness of rural development programs and benefits derived by the rural people.

1.8. Sources of Information

To materialize the study, the required information has been collected from a variety of sources, which include libraries of various Institutions and places.

i.e. DELNET.(Development library Network),Delhi.

National Informatics center , Jhansi

Jiwaji University, Gwalior

National Institute of Science communication and Information Resources,Delhi.

Association of Indian Universities, Delhi.

State Institute for panchayats and Rural Development,(SIPRD), Kalyani, W.B.

Bundelkhand University, Jhansi.

Ganesh Shanker Vidyarthi Public Library, Chirgaon, Jhansi.

Ghasiram Vyas public Library, Mauranipur, Jhansi.

Laksmi Brigade Public Library, Nai Basti, Aashik chauraha, Jhansi.

Distrit public Library, ka cheri chauraha, Jhansi.

Published reports, documents pamphlets and other literature issued by –

National Institute of Rural Development, Hyderabad,

Raja Ram Mohan Roy Library Foundation, Block Development Officers and other agencies involved in rural development Programs and policies.

1.9. Importance of the study

The study seeks to design, methodology and framework to evolve a suitable Rural Library and Information services for the State of U.P. with special reference to Jhansi District. The study highlights the role of Information among the rural folks and Rural Development.

The study may help the rural people to understand the importance of the utility of library and Information services. It may give a new line of thought to information scientists to reorient their efforts.

1.10. Organization of the study

The thesis is structured in seven chapters.

First - Introduction, Explaining the need of Rural Library and Information services and Functions, Objectives, Scope, Importance of the study, Methodology.

Second - Review of literature on Rural Library and Information Services.

Third -Coverage and Research Methodology.

Fourth -Scenario or Public libraries in U.P. with special reference to rural libraries.

Fifth - Study of Jhansi District for Rural Library and Information services.

Sixth - Analysis, results and Discussion.

Seventh - Findings, Recommendations, Conclusion.

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CHAPTER – II

REVIEW OF LITERATURE

CHAPTER - II

Review of Literature

2.1. Introduction

The scope of the present chapter is to explain the views of different experts on the subject. Adequate knowledge of the work that has already been done in the respective field of research is very important. The functions of the review of literature are to determine what work, both theoretical and empirical has been done previously to assist in the delineation of the problem areas to provide insight in to the methods and procedures to suggest operational definition of major concepts. It also suggests basis for the interpretation of the findings.

In the present study also an attempt has been made to study the literature concerned with the research in hand so as to provide philosophical background to the study.

2.2. Rural Library and Information services

2.2.1. Information: Definitions

Information is seen as a body of factual knowledge or ideas. In another sense, **Jesse H.Shera** [1] defined information as "which is transmitted by the act of process of communication, it may be a

message, a signal, a stimulus. It assumes a response in the receiving organism and there fore, possesses response-potential. It is instrumental and usually communicated in an organized or formalized pattern, mainly because such formalization increases potential utility. This statement points out the formalized communication pattern, and the response – potential of information. Its purpose or motivation is largely utilitarian. It has essentially an instrumental purpose, i.e., supporting and promoting an adaptive behavior. This is the goal of dissemination of information.

Davis[2] defined information as data that has been processed in to a form that is meaningful to the recipient, and is of real perceived value in current prospective decisions.

Bhattacharya[3] defines information as the message conveyed or intended to be conveyed by a systematized body of ideas, or its accepted or acceptable substitutes.
Information is considered to be a resource or an asset.

Bernard[4] explains information as a source of immense economic and social value. It is vital to the proper functioning of a democratic society, a crucial tool in a production economy and an effective Government, a central part of growth and well being of individuals. He concerns for meeting the information needs of new rural who

have brought with them expectations nurtured by urban living who have previously lived in metropolitan areas and have come to naturally expect a greater variety of alternative informational packages.

According to Filahu Hoffman "information is an aggregate (collection or accumulation) of statements or facts or figures which are conceptually (by way of reasoning, logic, ideas or any other mental "mode of operation") interrelated (connected)".

According to Random House Dictionary the concept of information has been defined as "the data of knowledge which is communicated received concerning a particular fact or circumstance in order to reduce the users' uncertainty by meeting their needs".

Stevens describes information as the factual data, ideas and other knowledge originating from any segment of society that are identified as being of value, some times gathered on a regular basis, organized in some fashion, transmitted to others, and used in some meaningful fashion.

2.2.2. Categories of Information

According to Shera there are six types of information: **Conceptual information:** relating to ideas, theories and hypotheses about the relationship that exists among the variables in an area.

Empirical information: relating to data and experience of research, which may be drawn from oneself or communicated through others.

Procedural information: this is the data obtained, manipulated and tested through investigation.

Stimulating information: is motivated by oneself or the environment.

Policy information: is focused on the decision making process.

Directive information: is used for coordinating and enabling effective group activity.

2.2.3. Qualities of information

Rojas says that, if information is to be effective, it has to have the following qualities. They are self-explanatory

1. **Accessibility**: This refers to the ease and speed with which the information can be obtained.
2. **Comprehensiveness**: Information should be free from error.
3. **Precision**: Information should be free.
4. **Compatibility**: Information should suit its user's needs.
5. **Timeliness**: Information should be up to date.

6. **Clarity**: Information should not be ambiguous.
7. **Flexibility**: Information should be useful to more than one decision maker.
8. **Verifiability**: There should be ways to test the accuracy of the information.
9. **Quantifiability**: Information should be measurable.
10. **Unbiasness:** Information should be objective.

According to **Ahsan and Mehla**[5] advocates that information means the communication of knowledge about an event or given condition or spread of knowledge derived from observation, study, experience or instructions. It is further added that information may be stored in different ways as language, graphs and statistical data records, magnetic tapes.

Prasher[6] clarifies that the information is the data, which can be transmitted between individuals, and each individual can make use whatever he can.

2.2.4. Approaches to Information

Wersing and Naveling[7] have identified six approaches to information:

The structural approach: In this approach information is viewed as structure of the world or static relations between physical objects which may be perceived or not.

The message approach: The mathematical theory of communication uses this approach. It is concerned with the transmission of symbols representing a message.

The meaning approach: The semantic contents of message are accepted as information.

The knowledge approach: This approach records knowledge that is built on the basis of perception of the structure of the world but the problem with this approach is that the term information erroneously (incorrectly) be used for the term knowledge.

The process approach: According to this approach the process information occurs in the human mind when a problem and useful data are brought together.

According to Shannon and Weaver "Information is any stimulus that reduces uncertainty".

Ching-Chih Chen and Peter Hernon define information as, "all knowledge, ideas, facts, data, and imaginative works of mind which are communicated formally and/or informally in any format."

2.2.5. Importance of Information

Information plays important role in economics, political and social sciences. Similarly a research and developmental program can be accomplished successfully only if the required information becomes available as and when it is needed. Without proper and complete information no worthwhile decision can be taken in fact no progress is possible without the support of information.

A need is generally conceived as describing what an individual ought to have for his work, education, recreation etc. Information need is an abstract concept used to answer the query why people seek, gather and use information. Information need is defined as "Condition or situation that exists when the internal sense runs out." Information needs depend upon a number of factors and differ depending upon individual's respective functions and tasks, the level of their knowledge and experience, their particular interest as well as on the breadth depth of their interest profiles. The information needs also depend upon the hierarchical position of the individuals.

Valluri[8] realizes that information is one of the basic resources for the socio-economic development of a country. As a resource, information is the electric energy and the impact of reliable, fast and

inexpensive information on the national economy will be as great as that of electricity.

Rao[9]opines that information is needed in all aspects of society and in all disciplines. People demand information that is timely, relevant, accurate and quickly available. Information is needed by decision makers in industry, hospitals, research scientists in laboratories, children in school, patrons in libraries, disadvantaged citizens of the community, administration in National and State level, etc.

Dhavan and Sachdeva[10] have given the following motivational factors for seeking information:

- Current awareness function
- To save time
- To seek new ideas or to validate the current ones
- For making professional contributions
- Need to know comprehensively all the information available on a specific subject
- Need for quick information service, and easy access to information
- Need to know the location from where a piece of information is available at low cost.

According to Frants and Brush various purposes of information are:

- Awareness or identification of the problem

- Collection of relevant data
- Development of alternative hypothesis
- Evaluation of alternatives
- Selection of optimum solution
- Review of the results.

2.2.6. Information System

Mangla[11]explains that the need for developing an effective system for information transfer become all the more essential because of factors such as Vast proliferation in the universe of knowledge and the resultant phenomenon 'of document explosion' in the world as a whole and the varied and complex needs of users of information in R & D activities, and in research programs for socio-economic development of the country.

Lowell martin[12] emphasizes that "Libraries are service enterprises, and service will be better if the nature and needs of clientele are known".

Information service is based on several assumptions. For example, we have widely subscribed opinion among the library professional personnel that the available sources of information are under utilized or non-utilized. There are several reasons for this situation in the context of demand for information, and also the appreciation

of the role of information as a resource endowment in modern society.

Lamia salman[13] pointed out that "one of the best known reasons is the discrepancy between the services provided and the real needs of users. In the developing countries this arises because the introduction of modern information services has tended to be based on, or derived from, traditional library services with no account being taken of the needs of the many and varied users, who are very seldom associated with the planning and operation of services".

There is a gap between the contents of library services and the needs of clientele.

Daniel Barron and Curran Charles[14] reported, "In truth many librarians in rural service do not know their needs. Their understanding is related to money or better management skills and frustration over the publics' non-use of library materials and services. As long as librarians continue to remain book oriented, instead of information and people oriented, citizens will continue to ignore the library. Citizens may see the book as neither crucial to their survival needs, nor important to their entertainment needs. Librarians who sit and wait for such rural citizens to present their demands to the system will have a long wait, for sitting and waiting

will never raise the citizens' levels of expectations for library service. Compounded to this the average citizen does not ask 'what are my information needs today?' But he has information needs for survival, educational and entertainment needs".

The information may not reach the people who need it most. This is the problem of putting across the information services.

According to Gordon Stevenson "There may be something wrong with the delivery system; that is, the right information may be available but it is not getting channeled to the people who need it".

"The fault may be with the individual; that is, the person's perception of what information is needed may be wrong".
It has been pointed out "Of course, the needed information may be available, but the individual may be cut off from it by psychological or cultural barriers". The problem of lack of motivation on the part of individuals to use information is a complex issue.

It has been remarked by Lamia Salman "The fact that many potential users are not motivated (or not even interested in the matter) is largely due to social, cultural and educational factors that have yet to be clarified."

The study of information needs of clientele is essential for planning for effective services of the library. This is rationale for the analysis of information needs.

Royston Brown[15] pointed out that "No library which aims to provide an effective service can afford to neglect research into the needs of its users, both actual and potential. Some of these needs will be clearly expressed by the existing clientele, and others will be latent, and the whole areas of need may be unarticulated through ignorance of the current services offered or the potential for future development".

According to **Barry Totter dell and Jean Bird**[16]effectiveness may be seen as "the extent to which the library service satisfies the needs of its community, and how far it (the library) promotes itself as a means of satisfying needs."

A very useful distinction has been made between effective and efficient library services. In Ibid it is pointed out "Efficiency is maximum return from units of input as opposed to effectiveness, the satisfaction of needs".

The concept of effective library service as the satisfaction of needs of the community is the keynote of analysis of information needs.

2.2.7. Objectives of Rural Library and Information Services

According to **S.R.Mittal** [17] the objectives of village libraries are.

1. Disseminating authentic news and information,
2. Providing motivation for learning, reading and writing and helping in maintaining, enhancing and feeding literacy among the people,
3. Helping to keep alive and enhance the cultural heritage,
4. Increasing vocational competence in raising the technological level of a village occupation,
5. Promoting information of the various faction of the village's population wherever they exist.
6. Helping the village institutions and organizations to improve their programs.
7. Developing aesthetic sense and refined taste.
8. Helping the people to spend their leisure time profitable.

Inamdar[18] realizes that overall objectives of Information Systems for rural development would be to provide up to date and comprehensive information on all aspects of rural development with the use of modern techniques of data storage and retrieval and on the other hand to satisfy the needs of their rural masses by providing the required information on current plans and programs, new techniques of agricultural production and other relevant

information in convenient packages including audio-visual aids, personal communication etc.

Shahwar[19] pointed out that the primary purpose of information system in the context of rural development is to bring about a change in the quality of life of the people, to create in the ultimate user the capacity to adopt the technology provided by information system to his own circumstances and affair.

Guha observes that in general an Information system is so organized that it is able to meet simultaneously different types of information requirement to match information needs. The information system has to create tools and devices, which will meet all the requirements and all the approaches to information.

Prasher[20] states about the role of the information system are that of intermediary between the generators and the users of information. Its foremost job is to bring the awareness among the entire community of information producers and users. It should identify the relevant information, collect, analyze and record it. The documents containing relevant information whether published or unpublished, whether national or foreign and irrespective of their language should be covered. The collected documents should be made available to the users when needed.

The information already available about the relevant literature, irrespective of where that literature is available physically, should be made known to thesaurus. Starting a systematic and regular bibliographic service can do this. Another important job of an information system is to provide a copy of the document included either in its own or other bibliographic services on demand as soon as possible. With all this the information system can discharge its information disseminating responsibilities.

According to Neelmeghan the objectives of an information system are;

To facilitate the selection, processing and communication of the ideas from the point of the generation and availability to their potential uses at all levels, To ensure that the information made available is precise, exhaustive and accessible with minimum delay, presented in a manner convenient to the respective users, and the service provided at a reasonable cost and, To promote the development and use of efficient tools and techniques of information handling.

According to **Mehta and Gupta**[21] in the R&D Information system, which generally cater to the information needs of the R&D Scientists, if geared to meet the information requirements of the

rural people, and R&D Information Extension Services are provided to them, the rural development will definitely take place at pace much faster than what it has been in the past. R&D Information Systems have to assume the above responsibility for the efficient and effective utilization of R&D Information and rural development.

2.3. Functions of Rural Library and Information Services

Generation of Information

According to **Perera**[22] the amount of scientific information generating from developing countries when compared with the developed countries takes a small proportion. In the case of literature on account, we note that on an average 350-400 articles appeared since 1980. There are a number of reasons for this situation. Scientists in developing countries do not have ready access to literature in their countries or organizations and even the limited access available is sometimes restricted due to language barrier. These opportunities in meeting their coworkers from other parts of the world are restricted. An effectively functioning network system can bring about improvements to the above-mentioned factors. There is another reason, which can be considered as a contributory factor for the slow generation of information on

account. It is the time factor especially, with regards to agronomical research in achieving concluding results from experiments.

According to **Chudamani and Anuradha**[23] to collect information on feasibility studies in different areas and reports on methodologies etc., the Library Information System can be of help partially. For instance to prepare digest, literature surveys etc., such documentary notes could be efficiently prepared by a subject specialist who is competent enough to perform documentation services.

2.3.1. Information Dissemination

Communication is the process of transmitting the idea generated by the human mind, following an event or fact. It is an essential component, as without proper communication, information cannot reach its defined destination. Information, earlier was passed from generation to generation following the process of "Smriti and Shruti". This was the mode of transmitting the information from one person to another.

With the passage of time and invention of alphabets and printing, the facts w known could be transformed into words, preserved and communicated in printed form.

Communication is closely related to information and information is the lifeblood of the researchers. Communication has become an essential part of the modern society. Today, every thing depends directly on how speedily things are communicated, whether it be the new technologies, economic, political, educational issues, weather forecasts etc., and all these effect our day-to-day life. Information communicated at a particular time, also has its value, which if not received in time may be useless or cause some mishap. Moreover, as progress of any kind is linked with the availability of "right information" at the right time in the right amount and at the right comprehensive level of a given group of users. So, the dissemination of information is also of equal importance. There should be free flow of information and any barriers in its free flow should be removed.

According to Prasher Information and its communication mentions that the tools of communication, which disseminate identical one-way messages to a large number of physically, separate persons constitute the mass media. The press, radios, motion pictures, the television etc., represent major mass media, which communicate both knowledge and information to the people.

According to **Durrani, Shiraz**[24] the rural information infrastructure, it is analyzed that the dissemination of information in Kenya relies too much on the printed word, which is not accessible to the rural

population. Neither the press, nor libraries, nor broadcasting services really satisfy the information needs of rural people. Information needs of the rural people have not really been considered over the years.

2.3.2. Storage of Information

The flood of information raises very serious problems in storage, retrieval and service. Transmission of scientific information is a precision job, demanding special care and clear perception is to be dealt with but also what the information is, whom is it intended for and to what degree does the process of transmission of information helps in the advancement and use of science. The main factor in making information a valuable contributor to development is in its use.

When information is collected, it is necessary to store otherwise it cannot be processed and disseminated and as thus to achieve the desired objectives. Information can be stored in the human mind, printed media, electronic devices etc. Storage of information enhances the value of information. If the information is stored properly the same can be processed and disseminated to the end users.

According to Vickery the information stored in a retrieval system is in the form of 'Messages', physical records, bearing graphic markings (number, texts, drawing etc.), which carry meaningful content that the recipient can interpret. The records in retrieval system can be of several kinds that are given below;

Quantitative and qualitative data about variables of interests;

Texts, (including illustrations) on every kind of subjects;

Drawing, Graphs, Charts, Maps and other graphic material;

Computer programs;

Description of objects - for eg. Of minerals laboratory apparatus, industrial equipment;

Names and locations of people, institutions, manufacturers;

Bibliographic references.

2.3.3. Effective use of Information

Effective use of information include

A level of information infrastructure (indigenous information systems and services) that makes information available and accessible for use. Clearly, resources are needed to create and maintain such an infrastructure.

A propensity on the part of potential users to use information. Educational, cultural, economical, political and social factors play

role in recognition of the value and need for information and thus in its eventual use.

Today the research potential of each nation and the world at large should be conserved with the least dissipation. A careful conservation of research potential is now a social necessity. For this conservation, the nascent thought usually micro, thought embodied in learned periodicals and even documents unpublished should be promptly ploughed back into the right minds. This plough back has three phases prior to a research worker studying in detail any article selected as relevant to his work. The phases are;

General browsing

Locating the more or less relevant articles, exhaustively and expeditiously.

Knowing the gist of the relevant articles, in order to select the ones needing detailed study.

It necessitates the study of information sources and services term applied to the system of resources, personnel, activities and materials for providing specific users with data, information, counsel or documents.

2.3.4. Users' approaches to Information

Information need is a composite concept of different types of requirements and approaches to information. Melvin Voigt clearly

identified three types of information requirements. Later on other workers in the field added fourth type. They are;

Current approach: Every active worker has to keep himself abreast of current developments, up to a fair degree, not only in his specific field or fields of interest or areas, whose developments can substantially change the course of his present work. Here the worker interacts with the information system in a very general way browsing through his favorite periodicals, going through the abstract journals etc. but all these without keeping in view any specific search for information.

Everyday approach: This approach stems from the research worker's frequent need, in the course of his investigation for specific piece of information. The nature of information sought is very specific and a quick answer is usually expected.

Exhaustive approach: The third approach for which dependence on documents is very much necessary and hence had attracted the attention of document lists quite easy, is for all or almost all-relevant literature on a subject. When a worker or a team of workers want to take up a new area of investigation or have come to the stage of reporting the results of an investigation, such an approach to information is necessary. It can be easily realized that such approach would be occasional only.

Catching-up approach: A worker may at times need to have a brief but a complete picture of the recent development of a related subject or a subject in which he was not very much interested or which did not come within the area of his main interest. This is likely to be an area in which he is not an expert. As a result of this he is not quite current with the subject. Hence, in such a situation, he expects to have in the communication system a device that will help him in quickly catching-up with the subject.

2.4. Community Information Sources/Services

The community information sources are those, which contain information about various aspects of the locality/ community in particular, and the city/ town, state and country bin general. To these may be added local history, details of public utility agencies and addresses of important local persons. In other words, the community information sources carry all types of information that meet day to day needs and provide general information of interest to local people and about the neighborhood.

Librarian plays vital role in community information center, in addition to that the form of content of the community information sources are important. The media of the community information sources may, in addition to print materials, include audio-visual and graphic materials. The exposition of the community information

sources should be simple and in easily understandable language and style of presentation. A rural or village library can provide all these. In other words, they have an appeal down to the level of not so literate people as well. Being a democratic country, people's participation in nation building endeavors is of utmost importance. It is only through enlightened informed and knowledge-citizenry that developmental process can take place successfully.

In spite of advances in mass media techniques and their application, information does not seem to reach down to the level of common man due to a variety of factors. As for instance, the WHO sponsored broadcasting programs regarding child welfare, health care, malnutrition, vaccination, etc., though well conceived and valuable; do not get beamed to the proper audience. Millions of people are grouping in darkness of ignorance due to reasons such as lack of access to mass media, obscurantism, illiteracy, superstition, and indifference to community awareness to better living conditions. Dissemination of information/ knowledge through mass media also suffers from limitations such as inaccessibility to poorer sections of the society due to cost and other factors and inadequacies to meet current needs of the community both in content and timeliness., even if one has to media such as radio and TV, he may be found wanting in motivation and time.

2.4.1. Purpose of community information sources

The community information sources serve the following purposes:
To make all sections of the people educated, enlightened and informed about problems of life and to be equipped for participation in the democratic process of a country.
To provide reliable information to people on time so that the society as a whole is enabled to function in an orderly and systematic manner.

2.5. Levels of Information System

There are three levels of information given by Rojas for an agricultural research system. Basic information will be required by different categories of users involved in the system. The three levels of information are;

Strategic level: It enables planners to forecast and formulate long-term programs and to rank various activities and decisions with respect to their anticipated contributions towards desired goals and results. This type of information may originate from sources outside the research institutions as production statistics, trends, yields, descriptions of soil, water, climate, data relevant to production techniques, mechanizations, seeds, fertilizers, pests and diseases, population studies, including social, economic, nutritional and

economic characteristics, analysis of production costs at home and abroad, and supply and demand forecasts. At the strategic level, information should include an account of scientific and technological advances throughout the world, with assessments of potential implications for national agricultural development.

Tactical level: It serves to implement short term regional and long – term national goals. It also includes the details and analysis necessary to prepare the projects, e.g. what constituents of fertilizers should be tested, what type of genetically improved seed is to be used.

Technical level: It is basically internal to an institution or organizations, refers to experimental procedures, operational schedules, resources requirements, both human and physical such as agricultural machinery and laboratory equipment, and input costs. It also deals with such subjects as probable cropping dates, types of analysis required and presentation of research results. Technical information is also essential for establishing supervision, monitoring and evaluation procedures.

2.6. Channels of Information Communication

Information plays a crucial role in the development of country.

Vishwa Mohan points out that it is a basic responsibility of a welfare government to ensure that proper communication channels are build up for effective distribution of information and diffusion of knowledge. It is a stupendous task to disseminate information to the vast population of our country, disbursed in a wide geographical area. Low literacy rate and poor communication facilities are further constraints in our country to develop facilities for transfer and absorption of useful information by the common people towards improving quality of life.

2.6.1. Rural Library as Information Communication Channel

Library plays a great role as community information source.

Mehta[25] points out the history of public library services in India and establishes that rural library service forms a part of the public library system of a country. This recommends for concerted attempts to be made on national or state level to provide integrated rural library service.

William in his study emphasizes that the library can play a vital role in the development of nation's economy with emphasis of rural areas. The library can help in increased or better food production, qualitative education, promotion and preservation of cultural

resources and the collection of local histories and biographies and other useful records of person and event in the society.

Thakur in his study Rural Library Network gave main objectives of rural libraries that are given below:

- to encourage rural people of Any Tehsil to get in to communion with the best of the minds of the world.
- to help the life long self education of one and all by updating latest information and facts on all subjects of knowledge.
- to promote the desire for books by developing reading habit among the rural masses
- to enable the rural people to form their own opinions and preserve the attitude of constructive criticism
- to facilitate access to its resources which will include reading material of all taste for all types of people
- to use library as a means for encouraging rural people to make proper use of untapped resources for their economic and social upliftment

Shah[26] Expresses that rural library system is an effective means for mass education for the village people. The requirement of rural library and Information center should be felt for better upliftment of the rural people.

Aboyade emphasizes the benefits of the library to rural dwellers in Nigeria, and he writes that the benefits of the library to rural dwellers centers around the provision and transfer of usable or of lasting benefit of information. Such information, the author, further states that it has the potentials of giving new knowledge, raising consciousness, strengthening links and achieving integration of disparate social group.

Sambasivan and Abdulrehman[27] stresses that the public library system shall be considered as a focal point consisting three tiers:
District center;
Taluka center;
Local units with a state level controlling authority at the apex.
The national information center should feed necessary information to the public library system.

Oyesiku[28] points out that the establishment of libraries in rural areas in Nigeria will go a long way in influencing the political, economic and social lives of people in the rural areas and the country as a whole. The practical way of introducing the need for libraries to the people in rural areas include: Public Lecturs: This will surely meet the initial rebuff but with patience and perseverance and of course, continuity in the organization of such lectures, their interests of these rural dwellers will be allowed posters and leaflets-posters and

leaflets with catching inscription can be posted and distributed. Library Exhibitions can be organized to exhibit the material of interest own cropping harvesting, storage and marketing for farmers. Visits of model libraries might be organized for members of the rural communities to establish contact with urban centers close to them.

Reddy[29] felt that rural areas are to be developed in terms of educational and informational facilities that in turn, result in increased industrial and agricultural production. The purpose of Library is to educate the community to know and utilize the various scheme and programs introduced by the government for the benefit of the masses. The right government agency which can serves the masses in the rural area is the village library. It gives better derive to literates, neoliterates and even illiterates at the village level library and information centers. The village library should act as information center as well as informal education center. Then only the rural development programs will bear fruitful results and in turn, pave the way for socio economic development of rural people. Libraries can be stated in rural areas appointing local with minimum qualification. He may be paid Rs.100/- per month up to the level of Mandal.

Chatterjee[30] mentions that library service can be profitably employed to improve the conditions of the rural folk with the help of extension work conditions of the rural folk with the help of extension work, which should be carefully planned keeping in view the local condition and needs. The extension work is required on the part of rural library.

Mohammed's views about the basic objectives of rural information service by Public libraries should, include:
Arousing and encouraging the people's quest for knowledge of any sort through the provision of varied information resources aimed at enriching their life and that of community, and
Ensuing the provision of willing and trained staff to make Information readily available to users and assist them in making the best use of them.

Jambekar[31] recognizes that a full-fledged system of libraries through the rural areas would widen the mental capacity of the rural people.

Sobrino[32] examines the utility of audio-visual materials in the rural libraries stating that audio-visual materials at the present time are enlarging, an will do or even more in future, the educational work take place in class room and libraries, are supplemented and exhibited effectively.

Chhotelal and Alag[33] make it clear that we cannot make India a progressives and well developed country unless her millions, who reside in villages are made literate and aware of their problems, environment, future needs and the advantages of technological know- how and researches done in Laboratories and academics. Agriculture technology transfer and extension of education must be carried through the medium of libraries. The result of research obtained in laboratories carried to land through the library, will keep alive the hopes of the nation.

According to the American Library Association's Standard for Public Libraries published in 1958, public libraries are expected to assist people to contribute to the growth of knowledge, make much use of leisure as well as promote personal and social well being, develop their creative and spiritual capacities, has more capable of their daily occupation, discharge political and social obligations: become better members of home and community, keep pace with progress in all fields and educate themselves continuously.

Sharr[34] points out that the purpose of rural library service is to improve the community that the library services by:
Making available to all who can benefit there from books and other sources of information, education and recreation which will tend to

the personal development of the individual or the social development of the community,

Providing staff trained to exploit its book- stock to give information to users, and to assist them to make the best use of library materials that our country should have a well knit rural library system comprising a large number of libraries, linked with each other and with a strong headquarter.

2.6.2. Newspaper

UNESCO[35] reviews the existing situation of rural newspaper and rural journalism in Africa. It recommends for healthy extension of rural newspaper, which are having various objectives viz,

- to ensure continual education for rural population;
- to keep the rural population regularly informed of local, regional and national events;
- to encourage the habit of newspaper reading ;
- to ensure the participation of the readers in the process of the economic and social development and
- to provide an instrument for dialogue between the administration and the rural population.

Gupta[36] emphasizes that a rural newspaper, essentially a small language newspaper, published from a District, Town, is one of the great movers of national development. The study point out that such a newspaper gives the new literate persons to learn to read batter, and make public participation more informed, relevant and meaningful. The rural paper breaks down the barriers of isolation and provides written material to the villagers who have learned to read so that they can apply their reading ability to encourage their production. Since a rural newspaper brings a newer of the local community, which is of immense interest to its readers, and hence to that extent more relevant. It provides additional encouragement to the new literates to read and certainly helps the lapse reader (who has learned to read but does not). The rural newspaper provides the opportunity and motivation to readers. This also reinforces and supplement efforts made in classroom.

2.6.3 Television(TV)

The present age has been rightly termed as 'an information age' the people want adequate and authentic information as early as possible. The mass media, namely newspaper, radio and television try to satisfy this important need of the people craving for information. Of these mass media, television is the most exciting means of communication ever devised by man.

Television, and innovation of the year 1936, has reached most part of the globe within a short span of five decades. It has become popular because of its tremendous and audible appeal. Its ability to convey life and events in action develop a profound influence upon the viewers. It provides viewers with realistic experiences, which capture their attention and motivate them in proper direction. In this supersonic age, TV is being used extensively in the world to educate and entertain masses. TV has been conceptualized as an important and powerful medium for informing, educating entertaining and influencing the masses.

Mane[37] in his studies states that TV provides a strong base for mass communication. The main functions of TV are;

- TV entertains and raises, levels of aspiration
- It helps learn new things and enlarges mental horizons
- It informs the National and international happenings
- It informs innovations and new farm technologies
- It informs youngsters about the sport activities
- It informs about religious and cultural issues
- It informs and depicts life of people
- Concentration in education can be achieved by TV in terms of engaging eyes and ears of audience
- It has great potential to influence and motivate the people

- It has changed the entire communication of life of the common people

Dua[38] explains that with the rapid changes in the complexion of the entire set up, TV's ideology, Doordarshan's programmed content, its approach to problems and its program objectives have undergone sharp transformation.

The networks main objectives have now crystallized viz.,

- to act as a catalyst for social change
- to promote national integration
- to stimulate scientific temper among the people
- to disseminate the message of family planning as a means of population control and family welfare
- to stimulate greater agricultural production by providing essential information and knowledge
- to promote and help preservation of environmental and ecological balance
- to highlight the need for social welfare measures including welfare of women, children and the less privileged
- to promote interest in games and sports and
- to stimulate appreciation of our artistic and cultural heritage

The basic objectives of Doordarshan's rural programs;

- to familiarize the rural viewers with the latest technical and scientific know-how about farming, cottage industries, rural development, weather forecasts, etc.
- to provide healthy entertainment (folk music/plays/ puppet shows, etc.)
- to acquaint the rural audience with education, personal hygiene and family welfare etc.

Makkar[39] stresses that TV has great potential to help and teach all kinds of learners including illiterates. There are mechanical advantages of modern communication technology to transmit the latest information at low cost to a very large number of people of all ages even in the remote areas where general communication and education facilities do not exists.

Trivedi States that TV and video are powerful media of mass communication with the capacity to create revolution in ideas and process of social transformation in developing societies. The findings of the study reveals that TV and Radio have affected the attitudes, beliefs and life style of the people to a great extent and this is an indication that such mass media would mould the people in observing future shocks of coming social revolution which would be engineered by electronics, computers and telecommucations.

Sohi[40] in his studies states that the impact of telecast in terms of gain in knowledge, change in interest and the attitude of the village women towards family planning and the diffusion of a telecast message from the televiewers to non viewers. The study proves that TV does not only educate the masses but also has a great persuasive influence to bring forth much needed social and economic change.

2.6.4. Radio

Rahim[41] in his studies explains that Radio Rural Forum have come to occupy a vital place in the dissemination of information of information to the rural areas and as important sources of feed back. Radio Rural Forum serves as an impetus to local action for improvement of their socio-economic conditions.

Gupta[42] states that relevance of radio as the most appropriate way of establishing continuous contact with the rural population has been irrevocably established for areas where extension work is difficult because of the enormous size of the country and lack of roads.

Durrani[43] points out the radio as the people's medium. It has a reach, which cannot be compared to that of any other medium. This acts as the executive instrument of bringing awareness and reinforcing the essential messages.

Choudhary states that radio has a great potentiality to make a dent into the rural areas. Radio can be of much assistance to rural agriculture by providing laboratory results to the fields quickly even to a remote place.

2.6.5. Internet

From **word Net 2.0:** A computer network consisting of a worldwide network of computer network that use the TCP/IP network protocols to facilitate data transmission and exchange.

From **the collaborative international Dictionary of English V.0.48:** A large network of numerous computers connected through a number of major nodes of high-speed computer having high-speed communication channel between the major nodes, and numerous minor nods allowing electronic communication among millions of computer around the world; usually referred to as the Internet. It is the basis for the World Wide Web.

From **free on -line Dictionary of computing:** any set of networks interconnected with routers. The Internet is the biggest example of an Internet.

From **Jargon file-History:** the mother of all networks. First incarnated beginning in 1969 as the ARPANET , a U.S department of Defense Research test bed through it has been widely believed that the goal was to develop a network architecture for Military command- and -control that could survive disruption up to and including nuclear war, this is a myth; in fact ARPANET was conceived from the start as a way to get most economical use out of them scarce large computer resources.

By 1996 it had become a commonplace even mainstream media to predict that a globally extended Internet would become key unifying communication technology of the next country.

Rural India wired up: Rural India is in urgent need of knowledge empowerment and the challenge before us now is to enlist technology as an ally in the movement for economic, social and gender equity. A national grid of virtual universities/ colleges devoted to harnessing communication technologies and the vernacular press can play a critical role in triggering such a knowledge revolution. M.S. SWAMINATHAN on one such venture, the soon- to-be inaugurated MSSRF-Tata VIRTUAL Academy for Food Security and Rural prosperity, designed to serve to serve as a resource center for all such initiatives.

Tooled by Internet – the enabling technology, the era of information and communication has triggered a 'transformation roller-coaster' across countries, economies and societies.

Liberal exchange of information and experiences over the Internet. Person-to- person communication amongst virtual communities spread over thousands of miles distribution of products and services through this multi-transactional conduit, is converting today's world in to a vibrant global village.

IT penetration in Rural India

Today there are over 15 million villagers in India who are aware of the Internet and over 3000,000 villagers have used it. Slowly but steadily, Indian villages are getting wired up.

The Cyberdhaba experience

22kms from Lucknow city in village named Sewai, and entrepreneur, Suman kumar, had been successfully running a library sponsored by –the Rajiv Gandhi Foundation for over a year, when he was selected from among 12 of the foundation's libraries in Lucknow district to set up a Cyberdhaba (information kiosk).

He is using public call office and e-mail facility for the local villagers. He has one computer and over a dozen student (a majority of whom are girls). In the morning, he downloads the local newspaper for the villagers; during the evening he entertains them using CDs of popular movies. The electronic ethos and IT culture moves into rural India, the possibilities of change are becoming visible.

The wired village project:

The wired village project managed by the National Informatics center (NIC) is one such example. This project is trying to demonstrate the contribution of an IT infrastructure towards the accelerated socio-economic development of a cluster of 70 contiguous villages around the Warana co-operative complex in the Kolhapur and Sangli Districts of Maharashtra.

The Warana co-operative complex comprises 25 co-operative societies engaged in various fields such as sugar, milk, poultry, and house construction, with a turnover of over Rs 600 crores. (US$1.3billion.)

1. Utilize IT to increase the efficiency /productivity of the existing co-operative societies.
2. Provide greater transparency in the working of co-operative societies.

3. Provide agricultural, medical and educational in formation to villagers by establishing networked 'Facilitation Booths' in all the 70 villagers.
4. Bring knowledge of the world to the doorsteps of Warana through Internet via NICNET.
5. Provide tele-education at both primary and higher level educational institution and
6. Develop user -friendly map-based information system for better administration.

For most of the 6,270,000 villages in India, Warana may be a difficult dream to realize, but their information needs and

Aspirations are not much different. With the high bend-width optical fiber cables (OPCs) all set to crisscross the entire nation, the information age in India is bound to reach accessible limits of India villagers. Amidst all the big-talk o sprawling network of OPCs along railway lines, gas pipelines and power-grids , there also are plans to link-up small villages and towns.

The networked 'mandals' (rural districts) of Andhra Pradesh are already promoting the IT mindset amongst eager villagers. A digital rural India may seem for away in time, but rural communication via information technology has already started its learning curve.

2.6.6. Cinema

Pichandy[44] states that cinema is a powerful audio-visual medium. It captures the total attention of the viewers within the four walls and carries the content and action of the film in to the sub consciousness, which affects the social and behavioral patterns of the society.

Malhan[45] depicts the role of films in educating the rural masses, which can influence and create both temporary and lasting impact. Through artistic treatment of village scenes and weaving a story around the, it can create social awareness and assist attitude formation conducive developmental goals. More than any other media, it can project social angularities, the psychology of the unemployed and alienated an wayward youngsters, reflect feedback from the lives of farmers, workers, women, and poor and the downtrodden and expose the perversions and misdeeds of anti-social element, black marketers, smugglers and corrupt politicians.

Grewal[45] discusses the film as a medium of entertainment is more than half a country old, but its great potential as medium of communication for the enlightenment of rural masses and to an instructional and motivational instrument has been realized only as recently as the fifties.

Prasher states that motion picture plays an important role in the communication of information. In this age of science due emphasis is laid on cinema for the dissemination in the educational, moral, and political spheres. Different types of films cater to the information needs of the people of different aspects of life. They are :

- General information films
- Occupational films
- Industrial films
- Technical films and skill films.
- Each category conveys the intended message to its clientele effectively.

It is said that the motion picture is powerful instrument for affecting the cognition, general feelings, desires, perceptions, motives, volumes, needs, and habits of the people by disseminating the ideas and facts. The mass media entertain, inform and teach a mass audience unless they present their material in an entertaining way.

2.6.7. Village Development Officer/ Extension workers

Krupasagar reveals that the village leaders have special socio-demographic and economic characteristics. Farmers approach them for different aspects of agricultural information.

Nasreen in her study states that both formal and informal agents like village leaders and extension workers play an important role in the diffusion of information regarding SFDA scheme to farmers. Extension workers are cited as main source of information.

2.6.8. Exhibition

Rural libraries can always organize temporary book exhibitions.

According to Nair exhibition is broadly classified in to two categories. A permanent exhibition, on the other hand, is a vivid projection of an on going program in all its relevant details required for presenting the subject in full. It is just a well-planned exhibition maintained permanently. Temporary Exhibitions in normal use are temporary in nature. These categories are:

- Participation in general fairs;
- Participation in specialized exhibition;
- Exclusive exhibition and
- Itinerant exhibitions.

2.6.9. Posters / Folders.

Rural Libraries can always opt posters/Folders to serve as effective medium of communication.

Nair stresses the importance of poster by saying that poster can be effectively put to explain, by means of color pictures, charts and brief explanations, the basic principles, application and other aspects of technological developments. For instance, a poster on a Communication satellite may show a picture of the satellite, its broad internal structure, its orbit, important payloads and applications. Brief descriptions to support the visuals will make the poster complete. These posters, attractively designed and printed in all Indian language can be sent to schools, including those in rural areas, colleges, libraries and other educational institutions all over the library.

Acharya in his study states that wall writings are an effective medium of communication till the awareness and interest stages. They have not been observed effective in the later stages of creating a desire, which eventually leads to action. This can serve the purpose of informing.

2.6.10. Haat

India now has its own agriculture and rural marketing portals and sites that are offering information aimed primarily at the farmer. Websites like www.ikisan.com[46]offer information both in English and Telugu languages; www.tarahaat.com[47] proposes to open up a new 'haat' or village market via the Internet.

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CHAPTER – III

Coverage and Research Methodology

CHAPTER - III

Coverage and Research Methodology

The present study is designed to examine the rural library services in Jhansi District.

No systematic and scientific effort has been made so far to find out the part played by public libraries for the development of rural people in Jhansi District .It has two main aspects, they are:
The role of rural library services in the development of the lives of villagers as a whole and utilization of resources:

The intention of the present study is to assess the sociocultural, education, agriculture and economic development brought about by the public libraries rural people.

The study is supposed to cover areas located in more then one block of the district. The study is based on the primary data collected from the areas under study.

The present chapter gives total idea about the methodology adopted in

- The selection of sample units.

- Collection of desired data
- Analysis of the data

3.1. Selection of sample units:

It was to cover six blocks of the district as per time and resources available and the quantity of work involved particularly, in traveling from one place to another. It was decide to cover around thirty-four and 150 families.

The villages were selected on the basis of population more then one thousand according to 1991 report census (2001 census report for jhansi district is not available)

3.2 Pilot study and pre-test:

With the intention of forecasting flows and problem and the plausibility of the research, a pilot study was conducted in four villages namely khelaar, Simraha, kochhabhanwr and Khajuraha Bujurg on 20 families .The investigator had also discussions with librarians, knowledgeable persons and persons authentic in this area. It has helped a lot in understanding the situations and problems. The questionnaire was administered on these respondents to find out whether question were simple enough for

them, and whether the data collected through them were adequate, reliable and valid. It was found that some of the questions were unnecessary and were not understood by the respondents, mainly among less educated. Some questions were repetitions. The unreliable, ambiguous, suggestive, repetitive questions were suitably modified or discarded. The questions were then finalized.

3.2.1. Interview Schedule:

In order to realize the objectives, an interview schedule was designed and pretested. On the basis of the result of pretesting of interview schedule was modified. A copy of the modified interview schedule has been given in appendix-I at the end of this thesis. With the help of the pilot study and pretest it was observed that there were no rural libraries in the district. Therefore the interview schedule/questionnaire include questions on the whole information system as to how to villagers get information services in the absence of rural libraries. Detailed information about the number of questions related to each aspect has been given in the following table.

3.3. Field operation and data collection:

The field study was conducted from May to November; 2003.The researcher traveled a lot to cover the villages. Being a stranger to the

place, establishing rapport with the respondents was a very difficult task in the beginning. Transportation is a big problem in the rural areas. So, the investigator had to walk few kilometers some times. The investigator hardly found any rural / village libraries in the villages, except very few reading rooms which contained only few local newspapers and limited number of Hindi magazines. A few respondents were articulate about their problems, other current, and socio-economic and political problems. Some were hesitant to provide the necessary details. However when the researcher could convince them of the real purpose, they did co-operate.

Another problem faced by the investigator was with the language. Through all the respondents spoke Hindi, the slot language, and the particular version of the language is Bundelkhandi. There are rich variations in pronunciations and accent in the villages. However these difficulties were over after the first few days of fieldwork. Usually, the interview lasted for 50 to 60 minutes, depending on the time required to establish rapport.

3.4. Analytical plan:

The collected data have been analyzed and were tabulated by computer to get desired tables and correlation co-efficiency. At the collected data was qualitative in nature it was quantified through a

code block, which has been given in appendix - II at the end of the thesis.

3.4.1. Codification:

The study covers 150 families in 34 villages in six blocks. These have been codified accordingly, like-wise, Blocks; village and respondents were also codified.

The study consists of three types of variable such as nominal, ordinal and ratio variables. All the nominal variables have been given choice of answer Yes or No. In case of nominal variables yes has been given code one and No 0.

Investment of additional resources, Knowledge of reclamation, animal resources, Knowledge of Improved variety of cattle/Artificial insemination, Full utilization of animal resources, Information regarding leprosy patients, Information regarding physically handicapped, Knowledge of family planning, watching T.V., Listening radio, Newspaper reading, Magazine reading, Pamphlet reading, Library existence, Existence of mobile library, Awareness of Internet, Availability of Internet facility, Usage of Internet, Existence of watching film, Films shown by Govt. agency, Existence of extension service, Existence of chaupal, Participation in

chaupal, Organization of drama, watching drama, Existence of Exhibition, Organizing Haat & Bazaar, Role of Govt. Agency in the Haat & Bazaar, Visit to town, Existence of NGO, Awareness of DRDA, Visit to BDO, Existence of school, Awareness of IRDP, Financial assistance received, Awareness of TRYSEM, training school opened, satisfaction with IRDP and TRYSEM programs etc.All the above mentioned are the nominal variables for which answers have been given in terms of Yes or No.

Level of Education, Occupation, economic resources, place of viewing, name of program, place of listening, name of newspaper, place of reading, name of magazine, distribution agencies, subject covered, reading material, sources of knowledge, are the nominal variables for which keeping in view the socio-economic status and importance of the answer have been scored.

For example: In case of Education, illiterate has been given less priority in the society and P.Gs have been given highest priority. Accordingly Educations other than B.A. has been allotted Six score and illiterate one. In the same way services has been allotted five score and lower one.

4.The study also includes ordinal and ratio variables Monthly income, hours of watching, hours of listening, hours of reading,

visiting days, periodicity of chaupal held numbers of dramas seen, days of exhibition, days of its holding, days of visits are the ordinal variables in which the variance in the movement of variable is in order to the value system.

For example: In the case of monthly income less then 1000 is the lowest level where as above 5000 is the highest level. In between these two extremes there are four other level i.e. 1000-2000, 2000-3000, 3000-4000. These levels have been codified 1-6.

Similar practice has been adopted while allotting the scores/codes to different levels of ordinal variables. The detailed of coding and scoring adopted in the study have been given in the codebook.

According to the codes and scored given to different levels of variables, the qualitative information given the interview schedule have been quantified the data analyzed for the purpose of getting frequency and percentage distribution of the respondents among different levels of different variables.

The verification of the results has been done based on frequency distribution by the correlation and co-efficient computed between dependent and independent variables.

ANNEXURE - 1

Table - 3.1

Aspect and number of Questions related to each aspect.

S no.	Name of the aspect	Number of questions	Place in interview schedule
1.	Identification	4	1(a-d),
2.	Socio-economic	11	2(a-g), 3(a-d)
3.	Land resources	7	4(a-g)
4.	Animal Resources	2	5(a-b)
5.	Information Gazettes	89	6-22, 25
6.	Awareness of Rural Development program	17	23(a-d), 26(a-f), 27(a-g) 24(a-d)

CHAPTER – IV

SCENARIO OF PUBLIC LIBRARIES IN UTTAR PRADESH WITH SPECIAL REFERENCE TO RURAL LIBRARIES

CHAPTER - IV

Scenario of Public Libraries in Uttar Pradesh with Special Reference to Rural Libraries

4.1 Introduction

Uttar Pradesh: Origin and Development in historical prospect.

Uttar Prasesh occupies the central position in the Northern Great Plain of India, but it is a land locked border state with international frontiers of Nepal and Tibet Autonomous Region, Uttaranchal on the north and is bounded by Haryana, the Union Territory of Delhi and Rajsthan in the west. In the east it borders with Bihar whereas in south and south- west lies Madhya Pradesh.

The State was organized on January 26th, 1950. When it was christened as Uttar Pradesh.

Uttar Pradesh has been the seat of religion and culture from the earliest times. Buddha preached his sermon at Sarnath in Uttar Pradesh. In the Vedic Period (C 1500- 600 BC) the area formed part of the ancient country known as Madhyadesa- the middle country.

Later, great Hindu Kings, such as Ashoka, Chandragupta Maurya, Samandra Gupta and Harsha Vardhana ruled over the area. During the Muslim period, this particular part of India was known as the Hindustan. The state remained under the Mughal Emperors, who ruled it from Delhi until the close of the 18th Century.

The arrival of British in India was followed by a gradual extension of their power towards the West from Bengal during 19th century.

In 1836 East India Company's possessions in the present state of Uttar Pradesh and Delhi were combined under the name of North-West Provinces. In 1856, the Britishers annexed the Province of Audh. In 1877 the entire province was renamed as "North-Western Provinces and Audh" and again in 1902 it was rechristened as "United Provinces of Agra and Audh."

The Indian Mutiny of 1857 practically originated from U.P. The first outbreak of disobedience started at Meerut and spread gradually to Lucknow, Kanpur, Allahabad and Jhansi. UP was also in the forefront of the Indian National Movement of Independence.

The Library of Nawab of Audh and the Raza Library at Rampur are the two famous libraries located in this area from the early times. Both the government and the intelligentsia were trying for the establishment of a few libraries for educational advancement.

Scholars tried hard to make available valuable books and manuscript to the general public and got financial help from emperors and nobles. Besides, the Islamic Madrasas, Hindu Gurukuls and Sanskrit Vidyapeeths, learned men and nobles had established their own personal libraries. During the beginning of the nineteenth century, a few libraries maintained by Royal families and some temple libraries existed.

4.2. Public Libraries, Meaning And Definitions:

Meaning and Concept:

It means Library organized by the public or the interest of public. It provides its services to all classes of people of society without the distinction of cast, creed, sex, religion and age. Normally public libraries do not charge and receive subscription or fee, from the people and provide its services entirely at free of cost. The prime objective of such libraries is to promote and develop the intellectual activities among the people of society by collecting and circulating its reading material.

Public Library in real sense is the University of public. Public Library is an important achievement of modern society. It plays an important role in the extension and expansion of education. Public library has been defined in many ways:

Unesco :-

Unesco[1] defines public libraries "as those, which serve the population of community or a region free of charge". Thus we can say a public library is a library which serves the general category of the public in the community concerned; the category of general public may include students, researchers, teachers, lawyers, medicos, retired personnel, housewives, children, members of armed forces, dumb and deaf persons.

People's University:

Alvin Johnson[2] rightly calls a public library as " a people's university". People's University means that the people belonging to any age group may have the facility of education, information, recreation and cultures from these libraries. These libraries fulfill the requirements of users with documents or information he needs to bear the responsibility as a citizen and individual. They also organize 'group discussion', film-shows, literary talks, books Exhibition, seminars, conferences, etc. Some of these libraries are supposed to have their mobile units, which carries books and other Reading material to the people residing in isolated areas, away from the educational and cultural contacts.

The education of individual is very necessary for the development of mind and capacity to make wise, rather we can say that education is life long process, which at one stage does not allow an individual to attend a class room, and leaves to read

whatever he likes. To serve this purpose "A public library is the most convenient institution to the world out side the school, college and university.

Modern public Library is a social agency charged with the task of producing diffusion of knowledge by providing and serving man's graphic records and enlarging the mind and dispelling ignorance and prejudice. As a social agency it inspires the belief that it is the most appropriate Institution of fight against the international problem of literacy and to promote the activities of informal education.

Many Public Library systems in India and abroad have been charged with the responsibility of Adult and informal education and certainly these systems have given much better results in the filed of illiteracy. Southern states of India are the best examples of it. All the southern States of our country namely Tamil Nadu, Andhra Pradesh, Karnatka, Kerala and Maharasthra, and also West Bengal have enacted the library Legislation, thereby developed a net work of public libraries throughout these states in acquiring the maximum percentage of literacy.

The UNESCO manifesto for public Libraries while defining public library is a practical demonstration of democracy's faith in educational universal education as continuing and life long process, in the appreciation of the achievements of humanity in knowledge and culture. It is the principle means where by the

records of man's though and ideas and expressions of his creative imagination are made freely available to all.

It is concerned with the refreshment of men's spirit by the provision of the books for relaxation and pleasure".

4.3. EFFORTS OF PEOPLE IN ESTABILISHING PUBLIC LIBRARIES:

The Government public libraries came into existence in the state earlier to independence. The history of Libraries in the state earlier to independence was the history of libraries run by people and voluntary organization.

4.3.1. THE LIST OF SOME FAMOUS OLD LIBRARIES OF UTTAR PRADESH.

Sl. No (1)	Name & Year of Establishment (2)	Details (3)
1.	Bharti Bhawan Library Allahabad	Established by the joint efforts of Madan Mohan Malviya & Bal Krishan Bhartt. It has valuable collection of Hindi Books & Periodicals,oldest & biggest Library of the district.
2.	Allahabad Public Lib. (Renamed as Azad Park Library after the name of Chandra Shekhar Azad) (1863)	It was founded by Government as a Library- cum museum. The Mesum was moved to Lucknow in 1879. It has collection of very Important Government

		Documents, Prliamentary paper's & Blue Books of the 19th century.
3.	Lyall Library, Aligarh(1889)	Named after the than lieutant Governor. In 1943 the distinguished educationist Madan Mohan Malviya .
4.	Maulana Azad Library Aligarh (1877)	Library started with the personal collection of Sir, college Library & with the transfer of the college into a university. It became the Aligarh Muslim & oriental language books. Manuscripts of Arabic Persian & Urdu Specimens of calligraphy , painting & other objects of art & coins form the unique part of its collection.
5.	Raza Library Rampur. (1750)	This Library was started by Nawab Faizulla Khan the famous Rohilla leader & founder of the erstwhile state of Rampur. In its early stage, It formed a part of the Tosha Khana & continued to be there till 1851, When Nawab. Mohammad Syed Khan (1840-55) established it as an independent library known as " Kutubkhana-I- Darur Riasyat Rampur". The library Trust. It is housed during the period when Rampur was an indpendent state. The Arabic, Persian, Urdu, Hindi hand written manuscripts, Kashmiri, Kangra & Rajput & school of

		Arts, Plus several rare books of Indian history are there. It has collection of paintings of the periods of Akbar & Jahangir.
6.	Nawab Asaf-ud-Daula's Library (Nawab of Avadh) Lucknow .	Nawab Sahib was a great lover of books, collection contain books in Arabic, Persian & also a large of books in European languages collected from as far as England. The library contained 3,00,000 volumes, which were mostly works of eminent scholar & poets of the time. It has excellent collection of calligraphy & painting. In 1854, he produced a catalogue of about 10,000 volumes. According to Spenger, the king kept the entire library collections in three different buildings, the Farah-Bakash Palace, the Moti Mahal & the Top. Khana. When Audh was annexed by East. India Co. this library was also taken away. More valuable & important of these collections were sent to England & others were given to the La Martinere College. Rest of the collection in which Britshers were not interested were simply destroyed.
7.	Amir Ud-Daula Public Library, Lucknow.	Was founded as a part of the provincial museum in 1882. It was shifted to Chhota Chhatar Manzil in 1910 & was opened to public in 1926. It was shifted

		to its present building in Kaiser Bagh & was named after Raja Amir Hasan Khan of Mahumadabad a former President of the British India Association.
8.	Cermical Library Varanasi	1872
9.	Arya Bhasa Pustkalaya , Nagri Pracharni, Varanasi	1893
10.	Saraswati Sadan Pustkalaya , Hardoi	1910
11.	Tilak Memorial Library, Mussori	1920
12.	Adarsh Pustakalaya, Khojwa, Varanasi1921.	1921
13.	Gaya Prasad Library & Reading Room Kanpur	1921
14.	Mahtma Khushi Ram Public Library& Reading Room, Kanpur	1921
15.	Ganga Prasad Memorial Library, Lucknow	1923
16,	Lajpat Smarak Sahitya Sadan Library, Mirzapur	1928
17.	Ganesh Shankar Vidyarthi Pustakalaya Chirgaon Jhansi	1932

All the above stated Libraries are the result of people's effort.

Since the earlier period, educational institutions, mosques and other establishments started their own libraries. They collected valuable manuscripts and books in the field of religion, philosophy, medicine, astronomy, mathematics, logic, to intellectually inclined nobles and learned people of that area. In due course these libraries acquired great reputation for their old collection and quality services. In Allahabad Public Library, Maulan Azad Library, AMU, and Raza Library of Rampur started getting government grants to reinforce and modernize their collection and services.

4.3.2. Contribution of Late Shri C.B.Gupta.

Late Shri Chandra Bhanu Gupta, Former Chief Minister and Iron man of Indian Politics will always be remembered for his contributions in the field of Public Libraries. He established the following two trusts, specially for running Libraries:-

1. Motilal Memorial Trust.
2. Bharat Sewa Sansthan in 1959.

He donated his entire belongings to these Trusts and at present these are financially be most sound systems of voluntary organizations running Libraries, School and other social utility, centers in the state.

These are running the following Libraries, which are considered as the best private libraries of the state.

Sl. No	Name of Library
1.	Acharya Narendra Dev Pustakalya, 10, Ashoka Marg, Lucknow
2.	Lajpat Rai Pustkalaya Avam Vachanlaya, Keser Bagh, Lucknow
3.	Chandra Bhanu Gupta Pustakalaya Avam Vachanalaya
4.	Bal Pustkalaya, Char Bagh Lucknow.

People of Uttar Pradesh have been making efforts in establishing Libraries since 18th Century. After independence, people of Uttar Pradesh have always been demanding for the enactment of Library Legislation in the state.

4.3.3. Role of Raja Ram Mohan Roy Library Foundation. [RRRLF]

Raja Ram Mohan Roy Library Foundation -Popularly known by the name R.R. R.L.F. came into being in 1972 on the auspicious occasion of the bicentennial birth anniversary of Raja Ram Mohan Roy.

The foundation is an autonomous organization, establisher and fully financed by the Department of Culture, Government of

India, having its Calcutta. It is registered under the West Bengal societies Act Registration Act 1961. The basic idea behind establishing the foundation is to take library movement to the far corners of our country, to the doorsteps of the teeming millions of rural India with the help and active co-operation of the state Governments, Union Terriotries , Administrative and other oeganizations. The foundation has made great achievements. In this directions As Library service comes under the jurisdiction of State Governments, the foundation has to function within the limited parameters of constitutional provisions. Moreover different states have different infrastructure of Library services. Naturally, the extent and quality of assistance rendered by the foundation to the state vary accordingly.

It is a matter of great concerns that even today public library. Services do not enjoy the official patronage it deserves.

Assistance under the book assistance scheme is available for all categories of public Libraries viz. State Central Libraries, Regional/ Divisional Libraries, Sub-divisional libraries, District Libraries, City Libraries, Town Libraries, Municipal Libraries, Tehsil Libraries, Rural Libraries, Village Libraries, Sr. Secondary School Public Libraries, Secondary School Public Libraries, Registered Voluntary organizations, Mobile Libraries which are all maintained or aided or recognized/sponsored by the respective State Governments/Union Territory Administrations.

Since the objective of Foundation is to extend library service to small towns and villages, great stress has been laid upon assistance to this group of libraries.

Foundation is functioning since, 1972, with an objective to promote Library movement in the country and no doubt, it has been proved to be dominant agency as regards to the development of Public Libraries in the country.

The Schemes and programs of foundation to which most of the States of Northern India are not aware with the efforts, by foundation should be made to give wide publicity to its scheme, so that the States especially not adopting Library Legislation may take full advantage of the foundation.

Even as a whole foundation role in establishing and developing public libraries in the country alongwith the Uttar Pradesh State is quite remarkable.

4.4. Public library movement:

The All -Asia Educational Conference held at Banaras in 1930 and the second conference of the Indian Library Association held at Lucknow, in 1935, both gave impetus to the establishment of Libraries in order to increase education among, people in Uttar Pradesh. Soon after independence, efforts from all direction were

made to provide free book service for all in urban and rural areas. By 1957 government departments took keen interest in establishing reading rooms and libraries in rural areas. Till 1957 about 394 block libraries were established in the state to provide free book service for all. Promotion of social interaction and educational needs of people was first recognized by the planners of the Second Five year Plan. Subsequently, it made provision for setting up a State Central Library at Allahabad and district libraries in nine out of 51 districts of the State. The State Central Library would function as an apex body which would feed district libraries with books and reading material. In addition, it would also function as the District Central Library for Allahabad. It was also proposed to integrate all the libraries right from the state Central Library to the rural and block libraries into one functional unit, so that books could circulate from the library of Allahabad city to towns and villages of the entire state of Uttar Pradesh. Subsequent Five year Plans made separate monetary provisions for running and manning these libraries.

4.4.1. Development under five year plans

Efforts of Government:

Uttar Pradesh Government did not take much care in the area of development of Public Libraries till the fifth five-year plan period, the development was insignificant. Perhaps the reason was that no serious effort was made to develop this important section and even today there is no built system, which

automatically can look into this area of activity in the education section.

4.4.2. First Five-Year Plan: -

Establishment of State Central Library:

The only significant development that took place after independence was that a State Central Library was established at Allahabad in the year 1949, with an objective that it would develop collection on education and erect a chain of Libraries by pursuing the Government. But it failed and has been developed as public library of Allahabad only.

Establishment of nine District Libraries during the First Five Year Plan:

Apart from giving recurring and non-recurring grant to a few voluntary public libraries, only significant event that took place during first five year was that Nine District Libraries were established in following Districts.

Sl.No.	Districts	Year of Establishment
1.	Almora	1959
2.	Kanpur	
3.	Mathura	
4.	Barielly	
5.	Agra	
6.	Varanasi	
7.	Jhansi	
8.	Gorakhpur	
9.	Meerut	

4.4.3. Development during Second Five Year Plan

During the second five-year plan, State Central Library and Nine District Libraries continued to provide lending and reading room facilities in very limited manner. The only significant effort that made by the Government was establishment of four more district Libraries in the hill districts of :

1. Chamoli
2. Uttar Kashi
3. Pauri
4. Pithoragarh

} Established in 1963

4.4.4. Development during Third Five Year Plan

No development, worth the name took place in third five year plan except that a state central Library and 13 District Libraries continued to function as lending libraries and reading room.

4.4.5. Development during Fourth Five Year Plan

The important developments were noticed during the fourth five year plan.

1. In the year 1972 the Dev Suman Library of "Tehri" was provinicialised and designated as Dev Suman Government.
2. District Library established by the Government at the District head Quarter.
3. The Allahabad Public Library, which was established in 1863, was provincilaised in 1975 and designated as

Government Public Library Allahabad. This library is a leading public library run by the Government in the State.

4.4.6. Development during the Fifth Five Year Plan

Till the end of fourth five-year plan, one State Central Library along with fourteen District Libraries was fully supervised by Director of Education. All the Libraries were having their own building and were function as lending libraries with reading rooms. These were now used to some extent simply because these exist, as no separate budget was allotted to district libraries, except a very nominal share as budget was sanctioned by State Central Library to the District Libraries, resulting a few books were added to collection every year.

During the fifth five-year plan, certain steps were taken which ultimately became a solid base for the development of public library system during the subsequent plans.

4.4.7. Development during Sixth Five Year Plan.

During sixth five year plan existing State Central Library, Government Public Library, Allahabad and 14 District Libraries continued to grow through the help of plan and non-plans budget in the supervision of Library cell. In addition to this more and more voluntary

Public libraries started getting both recurring and non-recurring grants especially for books and furniture. During the same five-

year plan, following 14 Government District Libraries were establishment in the Districts.

1. Moradabad
2. Unnao
3. Sitapur
4. Banda
5. Basti
6. Bijnor
7. Bahraich
8. Bulandshahr
9. Deoria.
10. Azamgarh
11. Rampur
12. Faizabad
13. Sultanpur
14. Jalaun

4.4.8. Development during Seventh Five Year Plan.

Government of Uttar Pradesh in seventh five year plan covered the entire State by establishing Government District Libraries in rest of 29 Districts of:

1. Nainital
2. Dehradun
3. Mirzapur
4. Muzaffarnagar
5. Allahabad
6. Fatehpur

7. Farrukhabad
8. Mainpuri
9. Pratapgarh
10. Ballia
11. Badaun
12. Gaziabad
13. Barabanki
14. Aligarh
15. Raibareilley
16. Kheri
17. Pilibhit
18. Hardoi
19. Lucknow
20. Ghazipur
21. Lalitpur
22. Hamirpur
23. Saharanpur
24. Shahjahanpur
25. Kanpur {Dehat}
26. Etah
27. Jaunpur
28. Etawah
29. Gonda.

4.4.9. Development during Eighth Five Year Plan

In the All India Public Library Conference on eighth plan prospective of Public Library Development, the paper titled

Public Library development in U.P. – A Status Report " has proposed the following during the length plan.

1. Establishment of Directorate of Libraries.
2. Establishment of a State Book Trust
3. Establishment of Libraries at the Divisional Head Quarters.
4. Development of existing Government District Libraries.
5. Establishment of District Libraries in the newly created Districts.
6. Establishment and development of District Branch libraries.
7. Establishment, development of village Libraries.
8. Establishment of State Center for Library and Documentation Services.
9. Establishment and development of state center for lending services.
10. Establishment and development of state center for Reference Services.
11. Recurring and non-recurring grant and assistance to voluntary Public Libraries through various schemes.
12. Survey of Library.

4.4.10. Development during Ninth Five Year Plan

During the Ninth Five Year Plan neither much development in the Public libraries have taken place nor any new Libraries have been established.

Below mentioned are the details regarding the grants given by U.P. Government towards the Public Libraries during Ninth Five Year Plan.

Year	Non-Plan Rs.	Plan Rs.
1997-98	60,31,000.00	33,36,000.00
1998-99	1,27,06,800.00	
1999-2000	1,85,94,000.00	
2000-01	1,92,49,000.00	
2001-02	1,52,26,000.00	
2002-03	1,58,65,900.00	
2003-04	1,70,91,900.00	
2004-05	1,68,58,510.00	

The above-mentioned grants during Ninth Five Year Plan have been sanctioned by the Education Department, Government of Uttar Pradesh, Lucknow.

4.5. Budget

The development in the area of public Library has taken place mainly during the sixth and seventh five-year plan period, in the supervision of Library cell. This is evident from the following figures provided in the Budget.

Year	Provision in the Budget
1980-81	20.00 Lakhs

1981-82	22.00 Lakhs
1982-83	31.50 Lakhs
1983-84	35.39 Lakhs
1984-85	79.64 Lakhs
1985-86	118.32 Lakhs
1986-87	137.56 Lakhs
1987-88	183.57 Lakhs
1988-89	184.15 Lakhs
1989-90	227.80 Lakhs
1990-91	No data Available
1993-94	No data Available
1994-95	235.90,000 Lakhs.

Uttar Pradesh State has achieved a considerable progress in the field of public Libraries from financial point of view. In the year 1989-90, this sector was sanctioned a budget provision of Rs.227.80 Lakhs.

All the Districts of the State have been equipped with One government District Library, 15 Tehsils of hill regions are having government District Branch Libraries.

95 % Private and other Libraries of State are getting recurring and non recurring grants from Government.

Even there is no built system for the ideal functioning of Public Libraries and the service efforts are required to be made for enactment of Library Law in the State to bring out a drastic change.

4.6. Local Body Libraries: -

Municipal Libraries at District head quarter and Tehsil head quarters are functioning as reading rooms only. Previously these municipal libraries had very rich collection but after independence, due to lack of findings and improper care, entire literature gradually either brittled eaten by white ants or lost and with passage of time, the libraries automatically are now converted into reading rooms only cared by unskilled persons.

The Teacher Hand Book of social (1953) brought out by the Government of India Indicates the following figures: -

Village Libraries	-	1040 Established in 1939-42
Reading Room	-	3600 Established in 1939-42

Again in 1950 Panchayat Raj set up.

Reading Rooms	-	6796
Libraries	-	3754
Rural Development Libraries	-	277

But it had no hesitation in saying that at present these libraries have become the historical records and no practical functioning of these have been noticed.

In Uttar Pradesh Libraries are cared, maintained and run by various departments accordingly to sinha Advisory Committee: Seven Departments namely planning and Developments, Social Welfare, Panchayati Raj and Information Departments and Education Department.

Uttar Pradesh has 69 district level libraries. A part from these government Libraries there are about 62 other prominent public libraries, run by voluntary organizations, which also grants from government as well as from Raja Rammohan Library Foundation. These libraries get the state's contribution of Rs. 5.00 lakhs each and an equal sum from the foundation, for purchase of books. etc. In order to encourage reading habit among children, government started Children section in district libraries. Government started giving Rs. 2.50 lakhs from children section in district libraries. Government started giving Rs. 2.50 lakhs from 1985-86 to selected district libraries for this purpose. It covered about 49 district libraries and 20 selected public libraries of Uttar Pradesh.

4.7. Library Legislation in India

Dr. S.R. Rangnathan, the father of Library Science in India, was again the first to draft a model Library Act, which he presented in the first all Asian Educational Conference held at Banaras from 26th to 30th December 1930. Dr. Rangnathan drafted Library Act

cause of Library Services throughout his life.

In a country Like India, which is vast in area and has a population characterized by several linguistic and socio-economic diversities, the Library Laws should not be rigid, centralized and uniform. They should meet the diverse needs of the States and conditions under which the libraries have to function. Moreover the library laws must be enacted by legislature competent to enact them and must be in step with the constitution of India. Keeping the same view in mind after independence, some of the states of our country have enacted the Library based on their needs and diversities. The following states have library Legislation in India.

1. Madras Public Libraries Act, 1948.
2. The Hyderabad Public Libraries Act, 1955.
3. The Andhra Pradesh Public Libraries Act, 1960.
4. The Karnatka Public Libraries Act, 1965.
5. The Maharastra Public Libraries Act, 1967.
6. The West Bengal Public Libraries Act, 1979.
7. The Kerala Public Libraries Act 1989.
8. The Haryana Public Libraries Act, 1990.
9. Manipur Public Libraries Act, 1988.
10. Mizoram Public Libraries Act, 1993.
11. Goa Public Libraries Act, 1994.

Library Laws in these States have helped in development of a network of public Libraries from highest level to the lowest link of society and it has helped to a larger extent, in acquiring:

A. Highest Literacy percentage highest recruitment percentage especially in Civil Services.

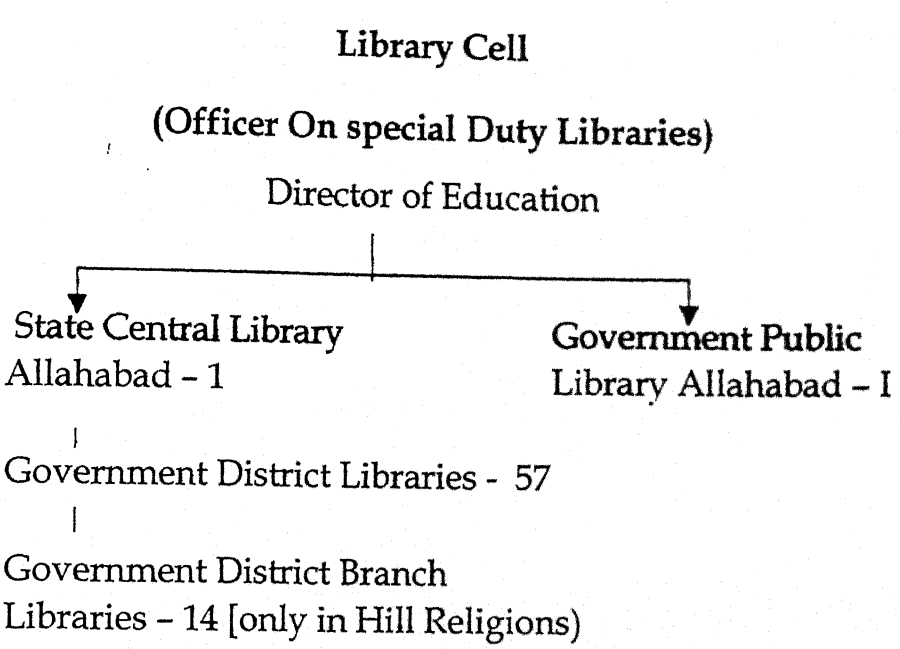
B. Sense of spirit of devotion and dedication towards the work among the citizens.

4.8. UTTAR PRADESH

Uttar Pradesh is one of the largest States in India with a population of over sixteen crores. This State is educationally backward. The literacy percentage according to 2001 census is 57.36 much lower than the national percentage of literacy. A break up of literacy percentage shows that the percentage of male literates is 70.23 that of the women are only 42.98. This miserable condition of state can be improved by developing a public library system Consisting of: urban, rural and aided Libraries supported by a library Legislation.

4.8.1. Public Library System on the march

Uttar Pradesh started its march towards the development of Public Library system. Since the first Five Year Plan to completion of Seventh Five Year Plan, it has developed:



4.8.2. State Central Library

This Library had been established in the year 1940. The main objective of this library is to develop good collection of books and periodicals related to education. One copy of all the books that are published in the state should be sent to the State Central Library under Registration Act.

4.8.3. System & Policy of Library

A library cell has been established during 1980 - 81 within the jurisdiction of Department of Education at the level of secretariate.

The responsibility of this cell is to make needful projects on the subject modern library system to the State & to do administrative & technical work. The Govt. has made provision of Rs. 15 lakh in

the budget for the year 2002 – 03 was made for the development & consolidation of Amirudaula Public library, Lucknow.

4.8.4. Public Library Grant

Under this grant Public libraries are provided with the financial assistance for purchase of books, for library buildings and for purchase of furniture.

In the year 2002 – 2003 Rs.10.00 lakhs grant was allocated under non-plan budget.

4.8.5. Grant for the development of Children Libraries

In the same year Rs. 1.10 lakhs grant was allocated for the development of Children Libraries.

In the same year Rs. 120.22 lakhs grant was sanctioned for the development of District Public Libraries under non-plan budget.

4.9. CONCLUSION

There are total 3319 villages in Uttar Pradesh according to 2001 Census. But only few villages have Rural Library and information services. Which are funded by Raja Ram Mohan Rai Library foundation (RRRLF) as shown in the table No.4.3. It this evident from the above studies that the development and maintenance of Rural Libraries in Uttar Pradesh is mainly dependent up on the development of Public Libraries and Library legislation, as we

know that these are also a part of public libraries. As the situtation of library development in UP is very pathetic because of the lack of library legislation, the rural / village library services lagged behind when compared to the other states that have Library legislation. In few villages only reading rooms exist in B D O offices where few local newspaper and magazines - (monthly) are available.

Our country is far from the satisfaction in the field of libraries and that too especially in the field of public libraries as compared to other developed countries of the world. Most of the European and Asian countries namely U.S.A., U.K., Australia, Belgium, Bulgaria, Denmark, Finland, Mexico, Poland, Soviet Union and Japan, have got library law with the provision of national library system connected with state library system. In India even after 57 years old of independence, we could not form a national library policy, although the government of India set up many commissions and committees, such as:

1. "Advisory committees for libraries", under the chairmanship of Shri K.P.Sinha in 1967.
2. In the year of 1989, professor Chattopadhyaya has submitted the "Important document" on national policy on library and information system" which has very clearly defined and justified the need of "national library system".

The recommendations of these commissions and committees are not implemented honestly, leading to an unsystematic and under developed state of libraries in our country and India is certainly considered to be most backwards and is lagging behind in race in this field against other countries of the world. Same the case with the largest and most populous stare of India that is Uttar Pradesh. Although the state has a high traditions of educations and culture, but it is lagging behind in the race of public libraries against other states of the country, especially southern states. After independence, the efforts have been made leading to the development of public libraries at various stages but even today a lot is due to be done on the part of Government for the proper utilization of this Sector of public libraries. Although the government of Uttar Pradesh well organized the importance of public libraries and get up as many as two committees, to make positive recommendation with a model draft of public library legislation.

But unfortunately till date the recommendation of various committees were partially implemented resulting into very slow development of public libraries.

The demands for the enactment of library legislation is coming from all corners of the society and it is desirable that Government of Uttar Pradesh should make the necessary provisions for creating a built "Public Library System" supported and managed

by library legislation. In case the Government of Uttar Pradesh does it so, it certainly will provide books for the millions at their doorsteps.

ANNEXURE - 2

Table 4.1

POPULATION OF UTTAR PRADESH ACCORDING TO 2001CENSUS.

Population distribution, percentage, decadal growth, sex ratio, population, density and literacy rate.

State	Population 2001			Percentage Decadal growth		Sex ratio (females per 1000 males)		Population density (per sq. km.)		Literacy rate 2001		
U.P.	Persons	Males	Females	1981-91	1991-01	1991	2001	1991	2001	Persons	Males	Females
	166052859	87466301	78586558	25.55	25.80	876	898	548	689	57.36	79.23	42.98

Table - 4.2

Statement of Grants Released by RRRLF under the Scheme of Assistance towards storage and display of books for Uttar Pradesh.

Year	No.of Libraries	Amount released Rs.
1998-1999	417	23,09,783
2001-2002	105	6,24,235

Table - 4.3

Statement of Grant released by RRRLF under the Scheme of Assistance to Voluntary Organization Providing Public Library Services in Uttar Pradesh.

During the year 1997-98

Sl. No	Name of the Library	Amount In Rs.
1.	**Nav Jeevan Sewa Sansthan** (Nav Jeevan Sewa Sansthan Library) D-10, Sector-20, Indl. Area Jagdishpur, Dist. Sultanpur U.P. :227817	12,375.00

During the year 1998-99

Sl. No	Name of the Library	Amount In Rs.
1.	**Maulana Abdul Majid Daryabadi Urdu Library** 82, Civil Lines, Begum Ganj, Barabanki, U.P.: 225 001	43,160.00
2.	**Shri Bhulai Baba Gram Vikas Pustakalaya** Vill. & P.O. Akbarpur Via Durganpurghat, Gonda, U.P.:271 309	31,250.00
	Total Grant	74,410.00

During the year 2000-01

Sl. No	Name of the Library	Amount In Rs.
1.	**Nagari Pracharini Sabha** Arya Bhasha Pustakalaya Tilak Road, Deoria, U.P.: 274 001	25,000.00
2.	**Raja Chet Singh Shiksha Sansthan Pustakalaya** J-12 /78 A, Nati Imli Varanasi, U.P. : 221 002	20,000.00
3.	**Bal Smarak Samiti** Bal Smarak Samiti Pustakalaya & Vachanalaya U-H-69, Sanjay Gandhi Nagar, Varanasi, U.P. : 221 001	20,000.00
4.	**Ram Gopal Paliwal Charitable Trust** Ram Gopal Paliwal Pustakalaya & Vachanalaya Kharagjit Nagar, Mainpuri U.P.:205 001	22,500.00
4.	**Samarthi Gramin Vikas Samiti** Samarthi Pustakalaya Mohanpur, Bhaurakh Mirzapur U.P. 231 001	31,400.00
5.	**Saulat Public Library** Old Tehsil, P.O. & Dist. Rampur U.P: 244 901	45,000.00
	Total Grant	**1,63,900.00**

During the year 2001-02

Sl. No	Name of the Library	Amount In Rs.
1.	**Sewa Sansthan** (Adarsh Pustakalaya) Vill & Post Agrauli, Dist. Ballia 2277401	38,600.00
2.	**Pratibha Vikas Kendra** Civil Lines, Fathepur-212601	28,260.00
3.	**Sanchit Vikas Sansthan Library,** Vill. Hasanapur, Po. Bargadwa, Distt. Basti -272190	34,780.00
4.	**Tarun Chetana,** (Chetna Pustakalaya), Prithvi Ganj Bazar (Patti), Pratapgarh -230135	31,500.00
5.	**Shayog Samajik Sansthan** (Shayog Library), Tarauhan, P.O. Karwi Distt. Chitrakoot-210205	21,480.00
6.	**Rajendra Nagar Pustakalaya** 1-2 Udiya Market, Rajendra Nagar, Lucknow-226004	25,460.00
7.	**Manav Vikas Parishad** (Manav Vikas Parishad Pustakalaya) 9/1 Tikait Rai Talab Colony, Lucknow-226004	19,635.00
	Total Grant	**1,99,715.00**

Table – 4.4

Statement of Grants Released by RRRLF under the Scheme of Assistance to Children's Libraries or Children section of General Public Libraries in Uttar pradesh

Year	No. of Libraries	Amount released Rs.
1997-98	1	2500.00
1998-99	-	-
2000-01	3	30,000.00
2001-02	6	60,000.00

Table -4.5

Statements of Grants Released by RRRLF under Centrally sponsored Scheme in Uttar Pradesh

Year	No. of NYK Centers	Amount of Assistance Rendered
1997-98	28	69,797.00
1988-99	47	1,15,559.00
2000-01	22	54,476.00
2001-02	23	57,618.00

Table – 4.6

Statement showing Number of Libraries Assisted by RRRLF in Uttar Pradesh

Year	SCL	Div/ DL	TOWN/RURAL	NYK	Vol. Org	TOTAL
1997-98	1	40	205	28	1	275
1998-99	1	41	205	47	2	296
2000-01	1	65	218	22	6	312
2001-02	1	57	273	24	7	362

SCL- State Central Library, Div/ Dl-Divisional/District Library, Town/Rural- Town/Rural Library, NYK Nehru Yuvak Kendras, VOL. ORG- Voluntary Organizations.

Table - 4.7

Statement of Grants Released by RRRLF towards Organisation of Seminars, Workshops, Training Courses and Book Exhibitions in Uttar Pradesh

Year	No.of Libraries	Amount released Rs.
1997-98	1	10,000.00

References

1. UNESCO Public Library Manifesto. UNESCO Bulletin for Libraries, Vol. XXVI (3), June, 1972. p. 129.

नवीनतम् राजनैतिक मानचित्र

उत्तर प्रदेश

इण्डियन बुक डिपो (गैप हाउस),
2937, बहादुरगढ रोड, निगम सदन काजल, दिल्ली-110006

हिमाचल प्रदेश
उत्तराखण्ड
राजस्थान
मध्य प्रदेश
चीन तिब्बत
नेपाल
बिहार
झारखण्ड

किन्नौर
शिमला
नाहन
उत्तरकाशी
गोपेश्वर
रुद्रप्रयाग
देहरादून
नरेन्द्र नगर
पौडी
यमुनानगर
हरिद्वार
सहारनपुर
करनाल
पानीपत
मुजफ्फरनगर
बिजनौर
नैनीताल
अल्मोडा
बागेश्वर
पिथौरागढ
बैतडी
चम्पावत
डडेलधुरा
सिलगढी
दिप्याल
जुम्ला
दैलेख
धनगढी
सानीपत
बागपत
मेरठ
दिल्ली
गाजियाबाद
गौतमबुद्ध नगर
बुलन्दशहर
फरीदाबाद
गुडगाव
हरियाणा
अमरोहा
रामपुर
मुरादाबाद
ज्योतिबा राव फूले नगर
बरेली
बदायूँ
शाहजहाँपुर
पीलीभीत
खीरी
सत्यान
गुलरिया
नैपालगंज
घोरडं
पुवान
अलीगढ
महामाया नगर
हाथरस
मथुरा
भरतपुर
फर्रुखाबाद
फतेहगढ
मैनपुरी
फिरोजाबाद
आगरा
इटावा
कानपुर
भिण्ड
मुरैना
औरैया
ग्वालियर
जालौन
उरई
हमीरपुर
दतिया
झाँसी
महोबा
बाँदा
चित्रकूट
छतरपुर
ललितपुर
टीकमगढ
दमोह
सागर
सतना
सीधी
सीधा
हरदोई
सीतापुर
बहराइच
श्रावस्ती
बलरामपुर
गोंडा
बाराबंकी
लखनऊ
उन्नाव
रायबरेली
फतेहपुर
प्रतापगढ
सुलतानपुर
फैजाबाद
संत कबीर नगर
गोरखपुर
अम्बेडकर नगर
देवरिया
बस्ती
सिद्धार्थनगर
महाराजगंज
कुशीनगर
बिहार
झारखण्ड

संदर्भ	
देश की सीमा	
राज्य की सीमा	
जिले की सीमा	
देश की राजधानी	●
राज्य मुख्यालय	⊙
जिला मुख्यालय	•
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CHAPTER – V

Study of Jhansi District for Rural Library and Information Services

CHAPTER - V

Study of Jhansi District for Rural Library and Information Services

5.1. Introduction

Jhansi district is situated in the southwest region of Uttar Pradesh. To its north is situated Jalaun district, to its east is situated Hamirpur district and its south is situated Lalitpur district. Jhansi city situated between the rivers Pahuj and Betwa is a symbol of bravery, courage and self-respect. It is said that in ancient times Jhansi was a part of the regions Chedi rashtra, Jejak bhukit, Jajhoti and Bundelkhand. There are eight blocks in Jhansi District. According to the nature of the soil Jhansi district is divided in to two parts. The first part constitutes North East plain and consists five blocks namely Chirgaon, Moth, Baamore, Gursarai, and Mauranipur. The second part constitutes South West region and consists of three blocks namely Bangra, Badagaon and Babina. 38000 hectares land is covered by forest in Jhansi district.

There are total 839 revenue villages in the district. Out of those inhabited are 760 and uninhabited are 79. The statistics of Jhansi district are mentioned in the following table.

5.2. Coverage of the Area:

For developmental purpose the district has been divided in to 8 blocks as already discussed in the beginning of the chapter. 6 blocks out of eight have been selected for the study. Blocks have been selected in terms of size, population, area and information system. The blocks namely Chirgaon, Gursarai, Bangra, Mauranipur , Babina, Badagaon, have been selected. The information regarding population and its structure along with information system available in the selected blocks have been given here as under.

5.3. Selection of villages:

Selection of villages from each block is the next stage in the process of selecting the sample unit. Every block has big and small villages; the village has been selected on the basis of population more then one thousand. It was decided to cover thirty-four villages in six blocks. Information about the land, population and information system available in these blocks, villages have been presented in the following tabulated form.

5.3.1. Selection of Actual Sample

In the process of selecting the sample table, household selection was the last step. From each village, 3 to 6 households were

selected randomly because there are always some people who either not available or refuse to respond. Therefore, it has become necessary to draw extra samples as a precautionary measure. Accordingly, 2 to 10 extra samples have been drawn in each village as per their size. Information regarding the number of households, the actual sample size drawn in each village is tabulated below.

5.4. Study of the district for Rural Library Services.

The investigator has not found a single rural library in any of the thirty-four villages. Therefore the interview schedule includes the questions regarding the information system as a whole. The results of the study of Jhansi are as follows.

1. Ghuraiya village in Gursarai block has a state Siksha Kendra that provides mobile library facility with the help of a cycle. The Kendra also has T.V. for the village. A boy is engaged to circulate the books among the villagers related to the subjects such as health, religion and also some Hindi magazines. This is the only mobile library on cycle found in the block.
2. Neither any library nor any reading room was found in any of the thirty-four villages.

3. Internet facility is available in the village Punauli Kala, in Babina block is provided by the NGO (Development alternatives) and run by a local village girl.
4. Many literate villagers are aware of Internet and its importance.
5. Books and files are not available to the common people but those are only available for Gram Pradhan (Village leader).
6. All the thirty-four villages have school facility. Only national festivals like Independence Day and Republic day are celebrated in the schools.
7. Films are shown in the villages only by NGOs like SIFSA, Development alternatives & IRDP etc.
8. Chaupal is organized only when the District Officers like SDM, DM etc. visit any village.
9. Dramas are organized on the festivals like Dashera, Holi etc. by the villagers themselves.
10. Exhibition is not organized in any of the villages. But exhibition is organized in the Block related to agricultural products, pesticides, manures and new breeds of animals.
11. DRDA (District Rural Development Agency) is known by very few people, through many village projects like construction of roads, electrification, water works,

Check dams etc. are undertaken by it. But the villagers are under the impression that these works have been done by the Gram Pradhan or village Leader.

12. The villagers have the knowledge of IRDP (Integrated Rural Development Program).

13. TRYSEM (Training of Rural Youth for Self Employment) is known to few village people. The head office of TRYSEM is located at Lucknow. It does not have any specific place to conduct the training.

14. In Jhansi District TRYSEM is organized in Chirgaon for 3 or 4 days in any school or college.

15. Haat is organized in Tehrauli, Ghuraiya, Uldan, Kachneo, Katera, Ghurat, Sakrar, Bhadarwara, Dhewakar, Rewan, Baragaon, Bangra, Dhora, Madarwas.

5.5. Libraries in Blocks.

The block Chirgaon and Manuranipur have libraries that are very old. Below mentioned are the details of these libraries.

5.5.1. Ganesh Shanker Vidyarthi Public Library: Chirgaon.

This library is very old in the district and was established in 1936. The main trustee of the library that time was 'Rashtra Kavi' Maithilee Sharan Guptji. This library was visited by the then Prime Minister Pt. Jawaherlal Nehruji.

The library is run by only one staff member (Non professional) Gangaram Yogi who is 90 year old and his monthly salary is Rs 150/-. The library is trust library.

The total book collection in the library is 7,000. Permanent users are 20 and daily users are 40. The library is opened for public for 10 hrs.

The service provided is only book lending.

The library does not get any grants from the government, as it is a trust library.

The sources of income for the library are:

The trust established a school in 1971 in the library campus. The income earned through the school and

The rent received by the shops in the library campus.

5.5.2. Ghasi Ram Vyas Public Library: Manuranipur:

This library is also a very old public library established in 1926. The total collection of this library is 15000. There are only two permanent staff members to run the library.

The library provides the reading and reference service facility along with circulation services.

The annual budget of the library is Rs. 50,000/- approximately. Annual income is obtained by RRRLF (Raja Ran Mohan Roy Library Foundation), Kolkata.

The library is also provided with books, furniture etc by RRRLF, Kolkata.

The library is opened for six hrs daily for the users. Thursday is the weekly holiday for the library. The demanded book material in the library is storybooks, fiction, religious books, books and magazines on competitive examination etc.
The library acquires the books related to the subjects such as religion, politics, sports, competitive exams, women etc.

Daily users are nearly 100. The librarian himself carries out all the routine activities.

The library has a reading room and two small stack room.

5.6. Public Libraries in Jhansi city

5.6.1. Laxmi Brigade Public Library, Nai Basti, Ashik Chauraha, Jhansi:

This is a trust library established in the year 1979 by the trust Sri Laxmi Vidya Mandir. The original name of the trust was Sri Laxmi Brigade, which was established in 1944. The name of the trust was changed to Sri Laxmi Vidya Mandir in the year 1977. The library building was built in the year 1992.

The only service provided in the library is circulation service. The library has two non-professional staff members. The library is funded by the trust it self. Total collection of the library is 6000 books. The library collection includes books on Hindi literature, History etc. The library has one reading room and a stack room. The library is opened for four hours daily.

5.7. District Public Library.

Rajkeeya Jila pustakalay: Shiksha bhaban, Kacheri Chauraha, Jhansi :-This public library had been established in the year 1959. The library has total collection of 40470 documents including bound volumes. The collection includes books in

Hindi, English and the library has 28 periodicals under subscription.

The registered members of the library are 1139.

The library has 7 sections, namely – reading room, acquisition section, children's section, storeroom, periodical section, office room, and newspaper section. The special feature of the library is it has a separate section for children.

The services provided by the library are: -

- Reference service, Book lending service, Reprographic service, Documentation service for children and researchers etc.
- The library has one professional; two-semi professional and two class four employees.
- The annual budget for the year 2004-05 is Rs. 459000/-.
- In 2003 the library has been sanctioned Rs. 10000/- for children book and material audiovisual material by RRRLF.
- The library also gets book assistance more than Rs.100000/- every year from RRRLF.
- The library is opened for public daily for six hours. The library has very less number of holidays equivalent to banks.

ANNEXURE - 3

TABLE 5.1-- STATISTICS

Area		5024 sq. m.
Population	**2001 Census**	
Total		1746715
Male		934118
Female		812597
Rural		1018232
Urban		728483
Total SC		621788
SC Male		422088
SC Female		199700
Total ST		487
ST Male		300
ST Female		187
No. of Literates		
Total		790640
Male		617310
Female		173330
Tehsil		5
Blocks		8
Nayaya Panchayat		65
Gram Sabha		444
No. of Villages		
Total		839
Inhabited Villages		760
UninhabitedVillages		79
Nagar Palika Parishad		6
Cantonemnt Area		1
Nagar Panchayat		7
Police Station		
Total		26
Rural		8
Urban		18

Source: Jhansi website of NICwww.jhansi.nic.in

Table – 5.2

Population of Jhansi District According to 2001 Census

District	Population 2001	% Total Population of the State 2001	Population 1991	% Total Population of the State 1991	Rank in 1991
Jhansi	1746715	1.05	1417463	1.07	46

Source : Web site of u.p.govt., www.upgov.nic.in

Table – 5.3

Literacy Rate by Sex for U.P. and Jhansi According to 2001 Census

State / Dist.	Persons 1991	Persons 2001	Males 1991	Males 2001	Females 1991	Females 2001
Uttar Pradesh	40.71	57.36	54.82	70.23	24.37	42.98
Jhansi	51.99	66.69	67.32	80.11	33.95	51.21

Source : Web site of u.p.govt., www.upgov.nic.in

Table 5.4

Population and Area of Selected Blocks.

S No.	Block	Area Hect.	Population	No.of Household
1.	Chirgaon	50742	104813	17566
2.	Gursarai	71547.50	103913	17250
3.	Bangra	52453	111064	18343
4.	Mauranipur	59269	117120	19742
5.	Babina	46147	110012	18981
6.	Badagaon	42226	94704	16867

Source: 2001 Census report.

Table - 5.5

Percentage of Rural Household Exposed to Media by Blocks

S No.	Block	Radio	T.V.	Internet	Film	Newspaper	Magazine	Library	School	BDO
1.	Chirgaon	87.5	93.8	6.3	87.5	93.8	75	18.8	100	68.8
2.	Gursarai	85.7	95.2	--	85.7	90.5	66.7	28.6	100	14.3
3.	Bangra	89.3	78.6	3.6s	96.4	42.9	42.9	7.1	100	39.3
4.	Mauranipur	85.2	88.9	14.1	74	77.8	44.4	11	100	40.7
5.	Babina	41.4	89.7	27.6	68.9	93.1	31	--	100	13.8
6.	Badagaon	72.4	96.6	13.8	68.9	93.1	65.5	--	100	31

According to the data collected by the investigator.

Table 5.6: Land, Population and Information System Available in Selected Villages.

S.No.	Village	Area Hect.	Population	School	Hat	NGO	Library
1.	Baghaira	992	2208	A	NA	A	NA
2.	Tahrauli Khas	1190	2878	A	A	NA	NA
3.	Ghuraiya	1615	2832	A	A	A	NA
4.	Uldan	1131	4440	A	A	NA	NA
5.	Patha Karka	842	2402	A	NA	NA	NA
6.	Kachaneo	860	4014	A	A	A	NA
7.	Katera	4219	4913	A	A	A	NA
8.	Chirkana	301	1590	A	NA	A	NA
9.	Ghurat	1374	3705	A	NA	A	NA
10.	Sakarar	1310	5718	A	A	A	NA
11.	Bhadarwara	701	4346	A	A	A	A

12.	Dhawakar	2004	4934	A	A	NA	NA
13.	Rewan	1460	3483	A	A	NA	NA
14.	Baragaon	2080	4300	A	A	NA	A
15.	Rupa Dhamna	381	2403	A	NA	NA	NA
16.	Khailar	1811	10296	A	NA	NA	NA
17.	Khajuraha Bujurg	662	3956	A	NA	A	NA
18.	Punawali kala	1329	2730	A	NA	A	NA
19.	Dely	1024	1989	A	NA	NA	NA
20.	Dikoli	857	1896	A	NA	NA	NA
21.	Raksa	2142	6683	A	NA	NA	NA
22.	Takori	691	1579	A	NA	NA	NA
23.	Barata	915	2978	A	NA	NA	NA
24.	Kochhabhanwer	1084	5334	A	NA	NA	NA
25.	Marora	858	2452	A	NA	NA	NA

26.	Digara	838	2112	A	NA	NA	NA
27.	Simraha	667	4113	A	NA	NA	NA
28.	Bhagwantpura	880	2337	A	NA	NA	NA
29.	Bangra	1323	2456	A	A	A	NA
30.	Dhora	531	2018	A	A	NA	NA
31.	Gadmau	706	2112	A	NA	NA	NA
32.	Magarwara	993	2945	A	NA	NA	NA
33.	Chelra	1091	1587	A	NA	NA	NA
34.	Madarwas	1017	1439	A	A	NA	NA

Source: Census reports, 2001 census, Jhansi.Data collected by the investigator.

Table 5.7: Size of Actual Sample Unit along with Extra Sample Unit.

S.No.	Village	Household	Actual Sample Size	Sample unit along with extra sample
1.	Bagharia	353	5	8
2.	Tahrauli Khas	422	5	8
3.	Ghuraiya	402	4	6
4.	Uldan	649	5	7
5.	Ptha Karka	336	5	7
6.	Kachneo	528	4	7
7.	Chirkana	127	5	7
8.	Ghurat	472	3	5
9.	Sakrar	940	5	8
10.	Katera	662	5	7

11.	Bhadarwara	628	5	8
12.	Dhawakar	692	4	6
13.	Rewan	500	5	7
14.	Baragaon	596	4	6
15.	Rupa Shmana	342	5	7
16.	Khailar	2049	4	6
17.	Khajuraha Bujurg	595	6	9
18.	Punavli kala	362	4	6
19.	Dely	840	5	7
20.	Dikoli	232	4	5
21.	Raksa	1024	5	10
22.	Takori	223	4	6
23.	Barata	391	3	5
24.	Kochha Bhanwer	862	5	8
25.	Marora	377	5	7
26.	Digara	268	4	6

27.	Simraha	583	5	7
28.	Bhagwantpura	262	3	5
29.	Bangra	261	4	6
30.	Dhora	155	4	6
31.	Gadmau	266	4	6
32.	Magarwara	458	4	6
33.	Chelra	239	4	6
34.	Madarwas	385	4	6

Source: Census reports, 2001 census, Jhansi

Data collected by the investigator

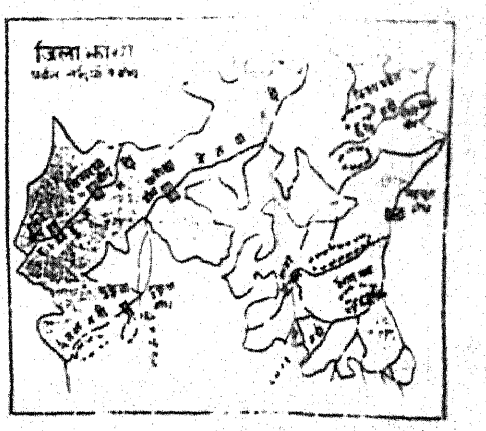
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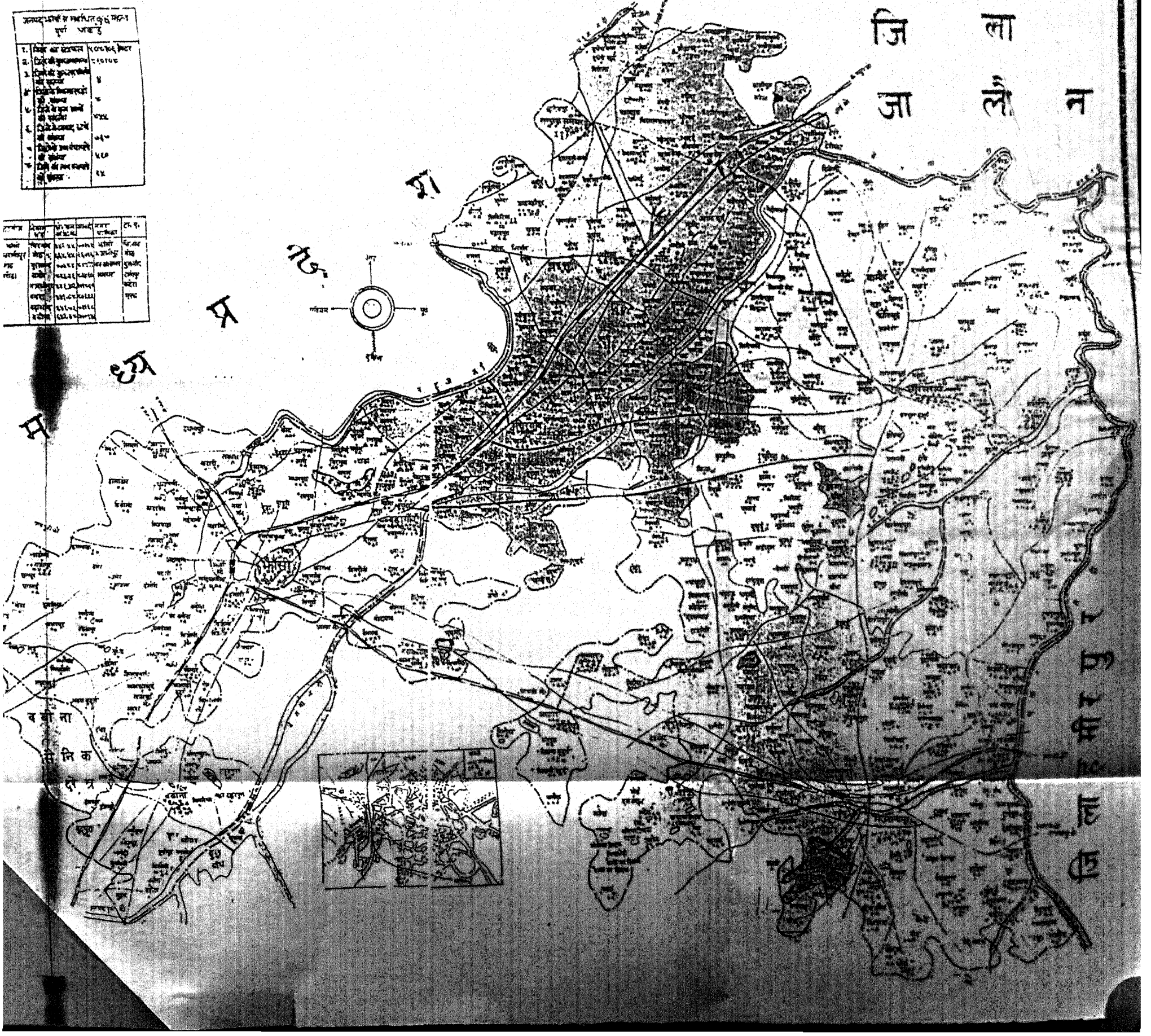
जिला झाँसी

प्रकाशक

स्केल 1 सें.मी. = 2 किलोमीटर

प्रकाशक ओरियन्ट एजुकेशनल स्टोर्स, 7/33 दरियागंज, नई दिल्ली-2





CHAPTER VI

ANALYSIS, RESULTS AND DISCUSSION

CHAPTER VI

Analysis, Results and Discussion

6.1. Introduction

All the collected data was analyzed by using simple statistical tools such as frequency distribution, percentage and correlation coefficient. It is already observed that there are no rural libraries in any of the villages and so necessary distribution has been developed to examine the impact of information system on exploration of all types of resources (man/material) available with the villagers/interviewed families.

The total analysis has been divided into two parts. The first part consists of the impact of information services and media on man material resources of all the interviewed families in six blocks.

The second part analyses the data of every Block separately.

The analysis explains the impact of information system/ information gazettes on man/ material resources of all the interviewed families of all the villages covered in the six Blocks.

Man and material resources exploration has been shown in the following terms.

1. Level of income per head.
2. Knowledge of improved agricultural technology
3.Percentage of cropped area to the total owned area
4. Knowledge of artificial insemination
5. Information system is to explore/ usage of various information media by the interviewed families.

6.2. Exploration of Information Media based on income group

Table. 6.2 presents the data on the distribution of 150 households in six income groups—Income groups have been categorized on the basis of monthly family income. Here the data indicates that 29% of the total families have monthly income between Rs. 1000 - 2000.

The trend of distribution of families in different income groups indicates that the percentage of families goes down as the monthly family income increases.

With in each and every income group the percentage of families exploring / utilizing various information media has been examined.

The results of analysis have been formulated with the help of correlation coefficient that has been estimated taking all 150 families into consideration.

It is observed that the percentage of families having access to TV, radio, awareness of Internet, reading magazines, newspapers, watching films, taking the benefits of extension service, seeking information from NGOs is increasing as monthly family income increases.

Cent percent families in all the six income groups have the knowledge of information regarding Health and family welfare as well as family planning and cent percent visit to nearest town except one income group.

None of them in the income group below 1000 have awareness of Internet and utilize library services.

Though rural library services are not available in none of the villages except Ghuraiya village in Gursarai Block, few of the respondents utilize library services in the other places except the income group below 1000.

It is quite indicative that access, awareness and exploration of various information media/gazettes have direct impact in raising the income level of the village worker.

The values of correlation coefficient shown in the table 6.1 between the income group and information media/gazettes also confirm this observation.

We can find the positive correlation between the income group and having or access to T.V, radio, awareness of Internet, reading newspapers, watching films, services of NGO's, visiting libraries. The values of correlation are 0.8, 0.4, 0.9, 0.5, 0.7, 0.3, 0.6, and 0.9 respectively.

We can find the negative correlation between the income group and the benefits of Extension services from BDO (Block development office). The values of correlation are -0.55, -0.09, -0.6, -0.5, -0.4 respectively.

Correlation between the income group and knowledge regarding the information on Health and family welfare and family planning is '0' as cent percent families in all the income groups have the knowledge o information on health and family welfare.

It is observed that the villagers themselves organize dramas. DRDA (District Rural Development Agency) is known by very few people. The villagers have the knowledge of IRDP.

6.3. Exploration of Land Resources.

Utilization of land resources has been shown in terms of percentage of cropped area to the total owned area and the knowledge of improved agricultural technology.

Based on the percentage of cropped area, 125 Agriculturists have been divided in to four categories.

The first category includes farmers who have 25% or less of the cropped area of the total owned area.

The second category includes the farmers who have the cropped area between 25% to 50% of the total owned area.

The third category consists the farmers who have the cropped area between 50% to 75% of the total owned area.

The fourth category and the last category have the farmers who have the cropped area between 75% to 100% of the total owned area.

Table 6.3 represents the data in detail, information about the number of families having access, awareness and knowledge of various information media/ gazettes with respect to each of the above-mentioned categories.

As per the data presented in the table 6.1, we can find the positive correlation between the cropped area and having or access to TV, radio, services of BDO, visit to haat, services of NGO. The values of correlation coefficient for the above are 0.2, 0.4, 0.4, 0.3, and 0.7 respectively. These have positive impact of the cropped area. Cent percent families of all the four categories of cropped area have the knowledge regarding Health and family welfare and hence correlation coefficient is '0'.

Correlation between the cropped area and information media such as awareness of Internet, reading newspaper & Magazine, watching films, benefits of extension service, visiting libraries is -0.05, -0.07, -0.5, -0.3, -0.4, -0.4 respectively. These have the negative impact of the cropped area.

TV and radio seem to be most effective media of dissemination of information.

Awareness of Internet, reading newspapers and magazines, watching films does not seem to be helpful in increasing their cropped area. The benefits of extension service, visiting library hardly have any impact on the cropped area.

It can be observed that none of the above sources of information have any meaningful instruction related to agricultural practices.

The contents of the local newspapers, magazines, books do not have much professional material and hence these information media do not have any impact on the cropped area. The correlation presented in the table 6.1. confirms the above observation.

6.4. Utilization of animal resources

Animal husbandry is considered as the most important part of income generating and employment fetching source for the villages. Hence the utilization of animal resources has been taken has "Knowledge of Artificial Insemination Technology". This aspect of animal resources is very important as this helps in many ways to increase the hybrid cattle.

Realizing the importance of Artificial insemination, the question "Do you know about the Artificial insemination technology?" was framed in the interview schedule. "Yes" or "No" are the choice of answers for this question. All the 150 respondents have been classified in to two groups depending upon their positive and negative answers.

Out of 150 respondents 29 villagers/ families answered affirmatively and remaining 121 families answered negatively.
It is evident from the table 6.4, that the percentage of families who have the knowledge of artificial insemination is higher in case of those who have access to TV, radio, reading newspapers and magazines, having knowledge of health and information, awareness of Internet, visiting libraries, getting the benefits of extension services, visiting haat, getting services of BDO, NGO answered affirmatively when compared to the percentage of families who replied negatively for the above question.

Knowledge of improved agricultural technology is the other source, which represents the utilization of land resources. It is quite obvious that the farmers who have the knowledge of improved technology use the land resources intensely to the fullest extent.

A question "Do you know about the modern agricultural Technological methods?" was included in the interview schedule. "Yes" or "No" are the choice of answers for this question. Out of 150 respondents 23 responded affirmatively i.e. 15% and the rest 127 (85%) answered negatively.

The table 6.5 depicts that the percentage of families having access to TV, radio, reading newspapers, visiting libraries, having awareness of Internet, visiting haat, getting services of BDO, NGO is higher in case of families who are having the knowledge of modern agricultural technologies when compared to the percentage of families who reported negatively for the above mentioned question. Newspapers, films and extension services have no significance in this case as these have least impact on the respondents for improved agricultural technology knowledge.

The value of correlation coefficient with respect to relationship among the variables representing the exploration of income and land resources with the ownership and use of different information media have been mentioned in table 6.1.

The significance of different relationships among different variables have been discussed along with the detailed discussion and are presented with the classified data given in tables from 6.2 to 6.5.

6.5. Block wise analysis:

From the above part of the chapter we understood the impact of information system on exploring the man/income, land and animal resources. The same data has been analyzed Block wise in order to verify the above results. The analysis of data has been presented in tables 6.6 and 6.7. These tables represent the distribution of interviewed families among different Blocks based on monthly family income, percentage of cropped area to the total owned area.

The table 6.6 depicts that the percentage of interviewed families enjoying the monthly family income more than Rs 5000 is the highest in case of Mauranipur followed by Gursarai, Badagaon, Bandra, Babina and Chirgaon.

When we look at the lowest income group below 1000, we find highest percentage of families in the Block Bangra followed by Badagaon, Babina and Gursarai. None of the families in Mauranipur and Chirgaon found in this category of income group. It is observed that on this parameter Mauranipur and Chirgaon are ahead to their counterparts of the other Blocks.

The table 6.7 shows the distribution of families in different Blocks based on the percentage of the cropped area to the total owned area.

As in the case of monthly family income, here also Mauranipur followed by Badagaon, Bangra, Gusarai and Chirgaon are the Blocks having the higher percentage of the families in the order, in the category of having the cropped area between 75%-100%. None of the families in any of the Blocks come under the first category i.e having 25% of cropped area to the total owned area.

All the interviewed families in Mauranipur Block occupy the last category of above 75% of the cropped area of the total owned area.

The data, irrespective of the Blocks except Mauranipur, all the other Blocks such as Babina, Bangra, Gursarai, Chirgaon and Badagaon represent a trend of increase in percentage of families along with the increase in cropped area to the total owned area. Here we find the positive correlation between the percentage of families and the cropped area to the total owned area.

Distribution of Interviewed families among different Blocks based on monthly family income doesn't present a clear picture in the case of income group. The highest percentage of families is in the fourth income group followed by the third group. Only 4.66% of the families are in the first group, where as 15.3% of the families have the family income more than Rs. 5000.

As regards the distribution of families among different Blocks based on the percentage of cropped area to the total owned area present a clear picture. The percentage of families in the first category i.e. below 25% cropped area is nil, followed by 9.6% of the families come under the second category i.e. 25% - 50% cropped area followed by 21.6% and 68.8% in the third and last category. This depicts the increasing trend in the percentage of families when considered altogether.

Efforts have been made to collect the data on different aspects of Information services from the District and Block level organization. Very few responded positively. Information on population of different villages, Jhansi District and U.P. Govt. website, Jhansi nic website.

Newspaper is an independent media, which passes information multidimensional and multidirectional. It covers all the most important local, National and International issues. Similarly TV is a very good audio-visual medium covering professional, social, cultural, educational, agricultural, and vocational and entertainment aspects. Any information system has been represented with the help of these powerful tools.

ANNEXURE - 4

Table 6.1

Correlation Coefficient among utilization of income and land resources along with information media

Variables	Income	Cropped area
TV	0.8	0.28
Radio	0.35	0.45
Internet	0.94	-0.05
Magazine	0.68	-0.46
Newspaper	0.46	-0.06
Info. on health & family welfare	0	0
Film	0.28	-0.34
Extention service	-0.55	-0.37
Chaupal	-0.09	_
Haat	-0.61	0.32
Visit to town	-0.52	_
BDO	-0.37	0.42
NGO	0.61	0.77
Library	0.94	-0.38

Table 6.2

Utilization of Human Resources and Different Gazettes of Information

Income Group	No. of families	TV	Radio	Internet	Magazine	News-paper	Health & Family Welfare	Film	Extension Service	Chaupal	Haat	Visit to town	BDO	NGO	Library
below 1000	7 (100) (4.66)	4 (57.14)	2 (28.57)	0	1 (14.28)	6 (85.71)	7 (100)	5 (71.42)	7 (100)	2 (28.57)	4 (57.14)	7 (100)	3 (42.85)	4 (57.14)	0
1000-2000	43 (100) (28.66)	38 (88.37)	40 (93.02)	3 (6.97)	18 (41.86)	40 (93)	43 (100)	26 (60.46)	40 (93)	19 (44.18)	30 (69.76)	40 (93)	21 (48.83)	40 (93.02)	6 (13.95)
2000-3000	30 (100) (20)	29 (96.66)	24 (80)	5 (16.66)	16 (53.33)	28 (93.33)	30 (100)	27 (90)	30 (100)	8 (26.66)	12 (40)	30 (100)	13 (43.33)	20 (66.66)	5 (16.66)
3000-4000	32 (100) (21)	30 (93.75)	27 (84.37)	5 (15.62)	30 (93.75)	32 (100)	32 (100)	30 (93.75)	32 (100)	10 (31.25)	22 (68.75)	32 (100)	12 (37.5)	26 (81.25)	8 (25)
4000-5000	18 (100) (12)	18 (100)	15 (83)	6 (33)	15 (83)	18 (100)	18 (100)	18 (100)	18 (100)	9 (50)	9 (50)	18 (100)	9 (50)	14 (77.77)	6 (33.33)
above 5000	20 (100) (13.33)	20 (100)	13 (65)	6 (30)	11 (55)	18 (90)	20 (100)	13 (65)	15 (75)	4 (20)	4 (20)	16 (80)	7 (35)	20 (100)	6 (30)
	150														

Figures in brackets indicate percentage.

Table 6.3

% of Cropped area to the owned area along with information Gazettes

Cropped area %	No. of families	TV	Radio	Internet	Health & Family Welfare	News-paper	Magzine	Film	Extension	Haat	BDO	NGO	Library
Below 25	24(100) (16)	21 (87.50)	12 (50.0)	12 (50.0)	24 (100)	22 (91.66)	9 (37.50)	18 (75)	24 (100)	10 (41.66	5 (20.83)	20 (83)	2 (8.33)
25 - 50	4(100) (2.66)	2 (50)	3 (75)	–	4 (100)	4 (100)	2 (50)	4 (100)	4 (100)	–	2 (50)	4 (100)	2 (50)
50 - 75	14(100) (9.58)	13 (92.85)	9 (64.28)	3 (21.42)	14 (100)	14 (100)	2 (14.28)	10 (71.42)	12 (85.71)	4 (28.57)	5 (35.71)	14 (100)	–
75 - 100	108 (73.97)	95 (87.96)	71 (65.74)	43 (39.81)	108 (100)	98 (90.75)	34 (31.48)	78 (72.22)	106 (98.14)	55 (50.92)	42 (38.88)	108 (100)	2 (1.85)

Figures in brackets indicate percentage.

Table 6.4

% of Families having knowledge of Artificial Insemination along with information Gazettes

Artificial Insemination Knowledge	No of famalies	TV	Info on health & family welfare	Radio	News Paper	Magazine	Library	Internet	Film	Extension Service	Haat	BDO	NGO
Yes	29 (100) (19.33)	28 (96.5)	29 (100)	26 (89.65)	28 (96.5)	15 (51.72)	4 (13.79)	10 (34.48)	23 (79.31)	26 (89.65)	15 (51.72)	19 (65.51)	29 (100)
No	121 (100) (82.87)	106 (87.60)	121 (100)	74 (61.16)	113 (93.38)	37 (30.58)	5 (4.13)	35 (28.93)	86 (71.07)	114 (94.21)	52 (42.97)	34 (28.1)	105 (100)

Figures in brackets indicate percentage.

Table 6.5

% of Families having knowledge of improved Agricultural Technology along with Information Gazettes

Improved Agricultural Technologly Knowledge	No of famalies	TV	Info on health & family welfare	Radio	News Paper	Magazine	Library	Internet	Film	Extension Service	Haat	BDO	NGO
Yes	23 (100) (15)	22 (95.65)	23 (100)	17 (73.91)	21 (91.30)	10 (43.47)	3 (13.04)	8 (34.78)	15 (65.21)	19 (82.60)	15 (65.21)	13 (56.52)	23 (100)
No	127 (100) (86.98)	112 (88.18)	127 (100)	76 (59.84)	114 (89.76)	59 (46.46)	5 (3.94)	37 (29.13)	92 (72.44)	118 (92.91)	53 (41.73)	38 (29.92)	72 (56.7)

Figures in brackets indicate percentage.

Table 6.6

Distribution of Interviewed Families Among Different Blocks based on Monthly family income

Income Group	Mauranipur	Babina	Bangra	Gursarai	Chirgaon	Badagaon	TOTAL
below 1000	0	2	2	1	0	2	7
1000-2000	4	7	4	2	4	6	27
2000-3000	5	8	6	4	3	6	32
3000-4000	6	6	7	5	4	6	34
4000-5000	6	3	6	5	3	4	27
above 5000	6	3	3	4	2	5	23
TOTAL	**27**	**29**	**28**	**21**	**16**	**29**	**150**

Table 6.7

Income-wise Utilization of Human Resources

% of families getting information through TV, Radio, Films and awarness of Internet

Income Group	TV	Radio	Internet	Film
below 1000	57	29	0	71
1000-2000	88	93	7	60
2000-3000	96	80	17	90
3000-4000	94	84	16	94
4000-5000	100	83	33	100
above 5000	100	65	30	65

Figures in brackets indicate percentage.

Table 6.8

Income-wise Utilization of Human Resources

% of families getting information through Newspaper, Magazine, Library and BDO

Income Group	Newspaper	Magazine	Library	BDO
below 1000	86	14	0	43
1000-2000	93	42	14	49
2000-3000	93	53	17	43
3000-4000	100	93	25	38
4000-5000	100	83	33	50
above 5000	90	55	33	35

Table 6.9

Income-wise Utilization of Human Resources

% of families getting information through Films, Extension Service, Chaupal & NGO

Income Group	Film	Extension Service	Chaupal	NGO
below 1000	71	100	28	57
1000-2000	60	60	44	93
2000-3000	90	90	27	67
3000-4000	94	94	31	81
4000-5000	100	100	50	78
above 5000	65	75	20	100

Table 6.9

Income-wise Utilization of Human Resources

% of families getting information through Films, Extension Service, Chaupal & NGO

Income Group	Film	Extension Service	Chaupal	NGO
below 1000	71	100	28	57
1000-2000	60	60	44	93
2000-3000	90	90	27	67
3000-4000	94	94	31	81
4000-5000	100	100	50	78
above 5000	65	75	20	100

Table 6.10

Income-wise Utilization of Human Resources

% of families getting information through Library, NGO, Awarness of Internet services and Information regarding Health and Family Welfare

Income Group	NGO	Library	Internet	Inf. Reg. Health & Family Welfare
below 1000	57	0	0	100
1000-2000	93	13	10	100
2000-3000	67	17	21	100
3000-4000	81	25	20	100
4000-5000	78	33	23	100
above 5000	100	30	25	100

Table 6.11
Distribution of Families

	Mauranipur	Babina	Gursarai	Chirgaon	Badagaon	Bangra
No. of families	27	29	21	16	29	28

Table 6.12

Utilities of Human Resources

Usage of magazine and newspapers according to the Income Group surveyed.

% of families reading Newspapers and magazines

Income Group Surveyed	Newspapers	Magazine
below 1000	86	14
1000-2000	93	42
2000-3000	93	53
3000-4000	100	93
4000-5000	100	83
above 5000	90	55

Table 6.13

% of Interviewed families having cropped area to the total owned area in dfferent blocks

% Cropped Area	Mauranipur	Babina	Bangra	Gursarai	Chirgaon	Badagaon	TOTAL
Below 25%	0	0	0	0	0	0	0
25%-50%	0	0	3 (12)	3 (17)	4 (29)	2 (8)	12 (9.6)
50%-75%	0	8 (38.0)	4 (13)	6 (33)	5 (36)	4 (16)	27 (21.6)
Above 75%	22 (100)	13 (61.90)	18 (72)	9 (50)	5 (36)	19 (76)	86 (68.8)
TOTAL	**22**	**21**	**25**	**18**	**14**	**25**	**125**

Figures in brackets indicate percentage.

TABLE 6.14

% Usage of Extension Service, Haat, BDO & NGO with respect to cropped area owned by families

% of cropped area owned by famalies	Haat	Extension Service	BDO	NGO
Below 25%	42	100	21	83
25 - 50	-	100	50	100
50 - 75	29	86	36	100
75 - 100	51	98	39	100

TABLE 6.15			
% of families having knowledge of Artificial Insemination with respect to BDO, NGO, Library			
Knowledge of Artificial Insemination	BDO	NGO	Library
Yes	66	62	14
No	28	22	4

TABLE 6.16

% Usage of TV, Film, Magazine, Library & Awareness of Internet with respect to % of Cropped area owned

% of cropped area owned by famalies	TV	Film	Magazine	Internet	Library
Below 25%	88	75	38	20	8
25 - 50	50	100	50	-	32
50 - 75	93	71	14	21	16
75 - 100	88	72	31	23	2

Figure 6.1: Income wise utilisation of Human Resources

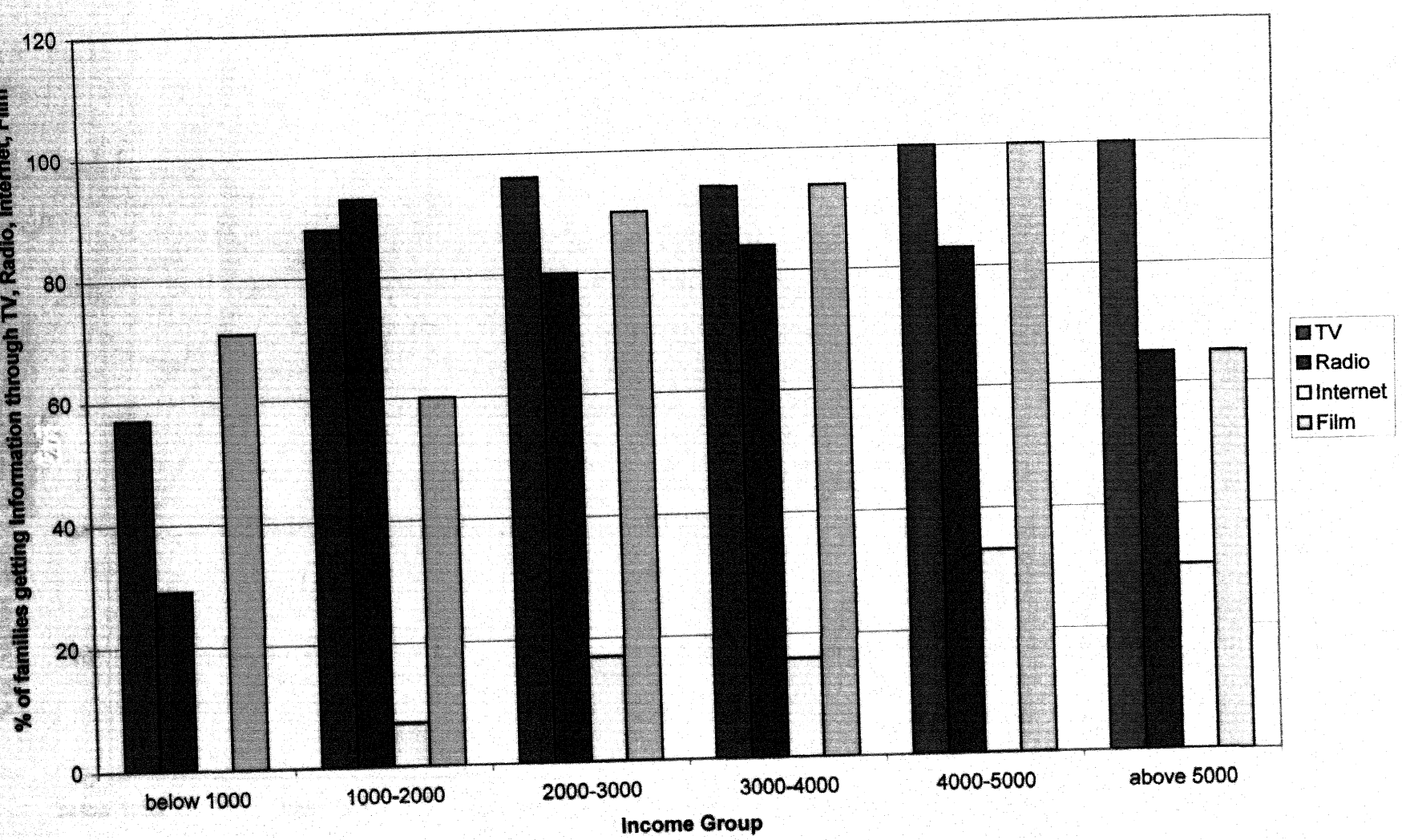


Figure 6.1a: Income wise utilisation of Human Resources

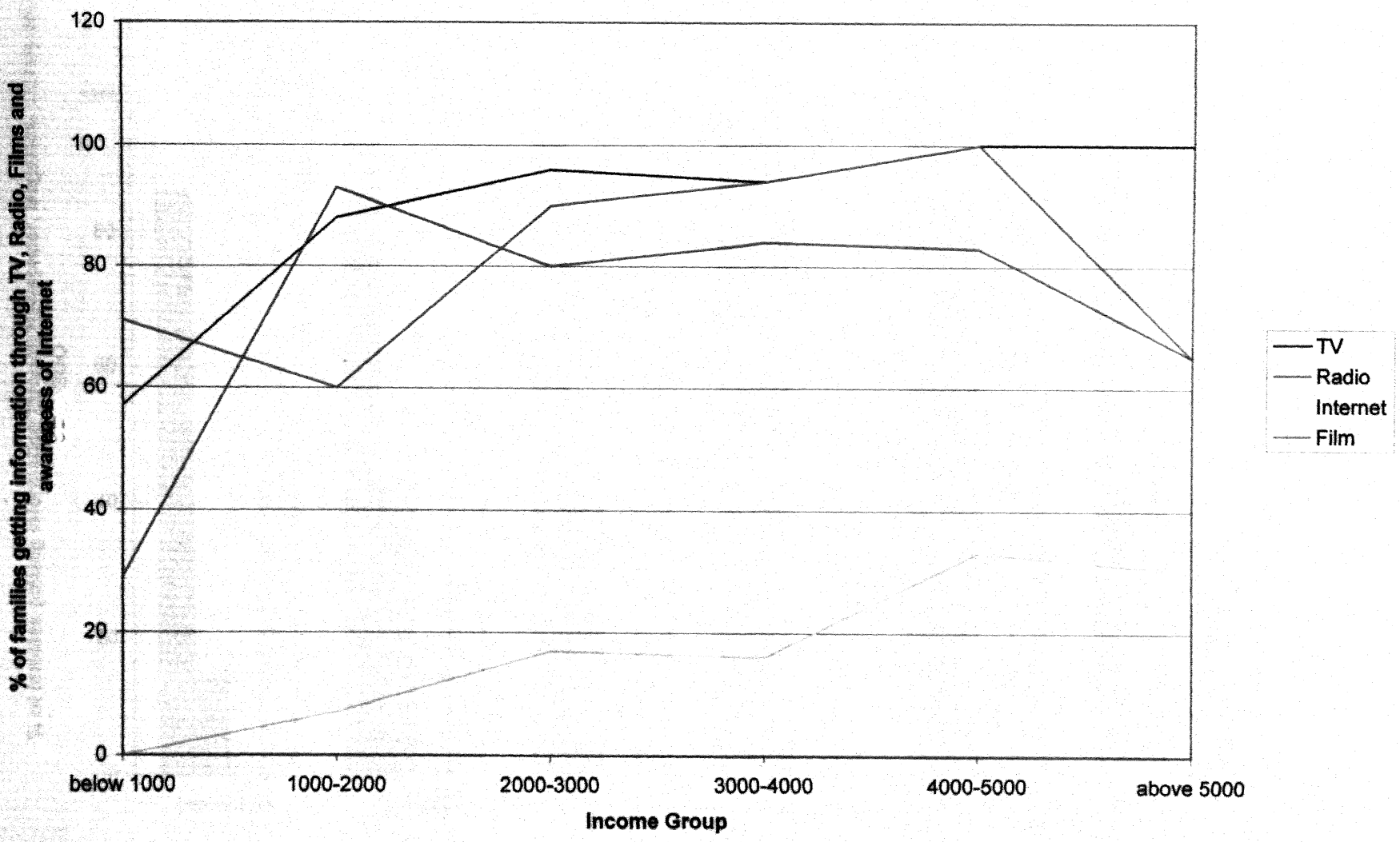


Figure 6.2 :

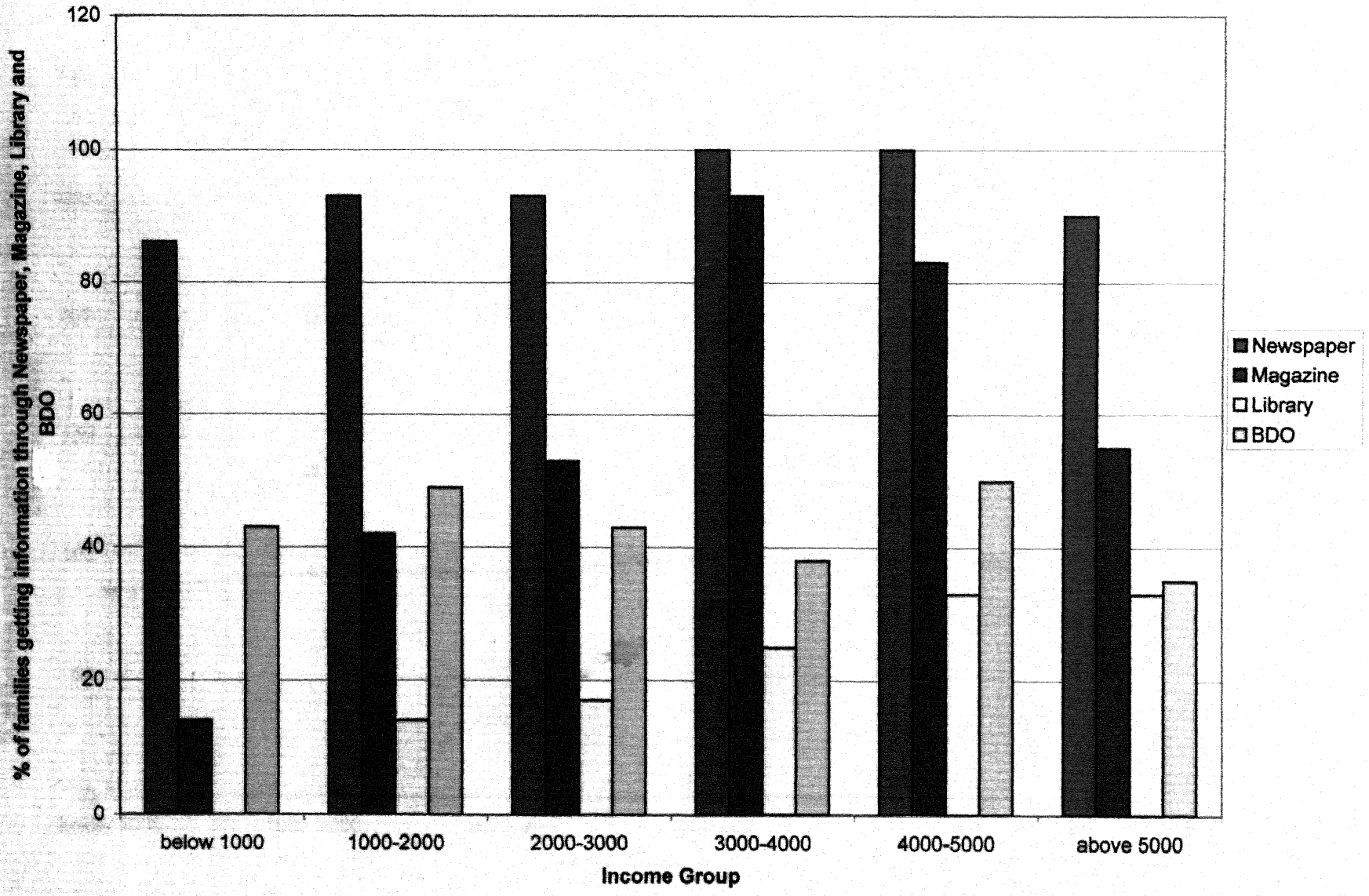

120
100
80
60
40
20
0
% of families getting information through Newspaper, Magazine, Library and BDO
below 1000
1000-2000
2000-3000
3000-4000
4000-5000
above 5000
Income Group
Newspaper
Magazine
Library
BDO

Figure 6.2a

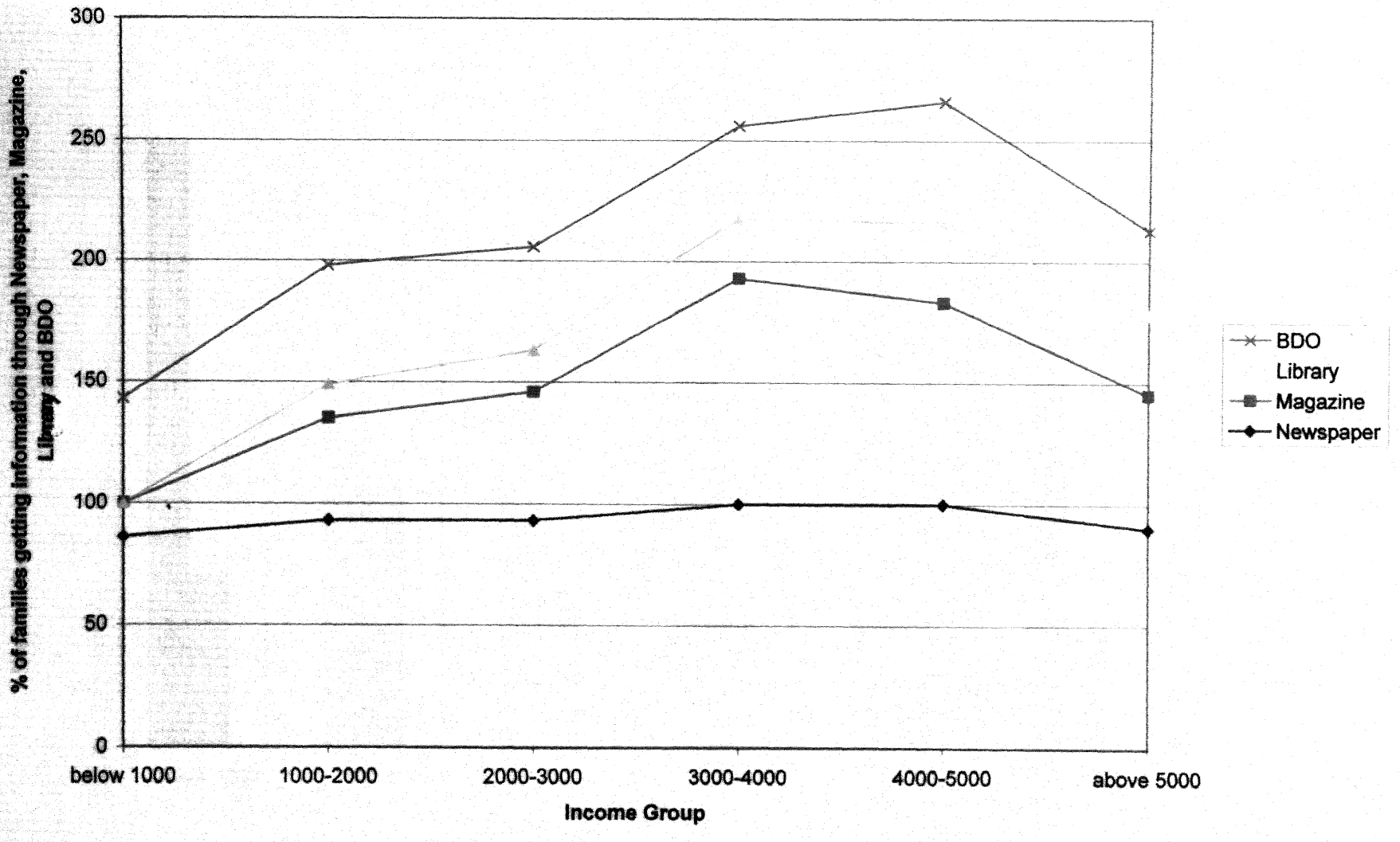

300
250
200
150
100
50
0
% of families getting information through Newspaper, Magazine, Library and BDO
below 1000
1000-2000
2000-3000
3000-4000
4000-5000
above 5000
Income Group
BDO
Library
Magazine
Newspaper

Figure 6.3

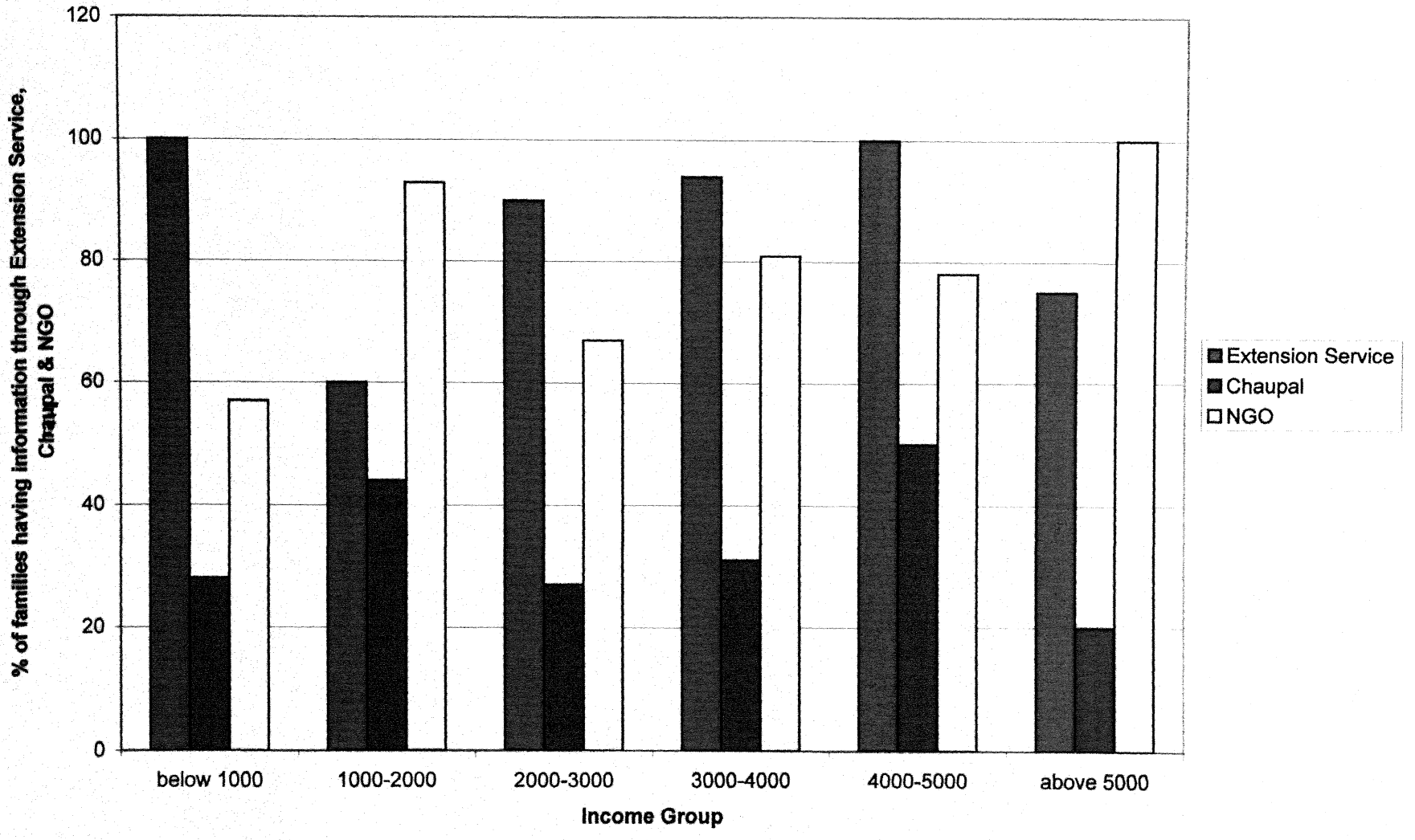

120
100
80
60
40
20
0
% of families having information through Extension Service, Chaupal & NGO
below 1000
1000-2000
2000-3000
3000-4000
4000-5000
above 5000
Income Group
Extension Service
Chaupal
NGO

Figure 6.3a

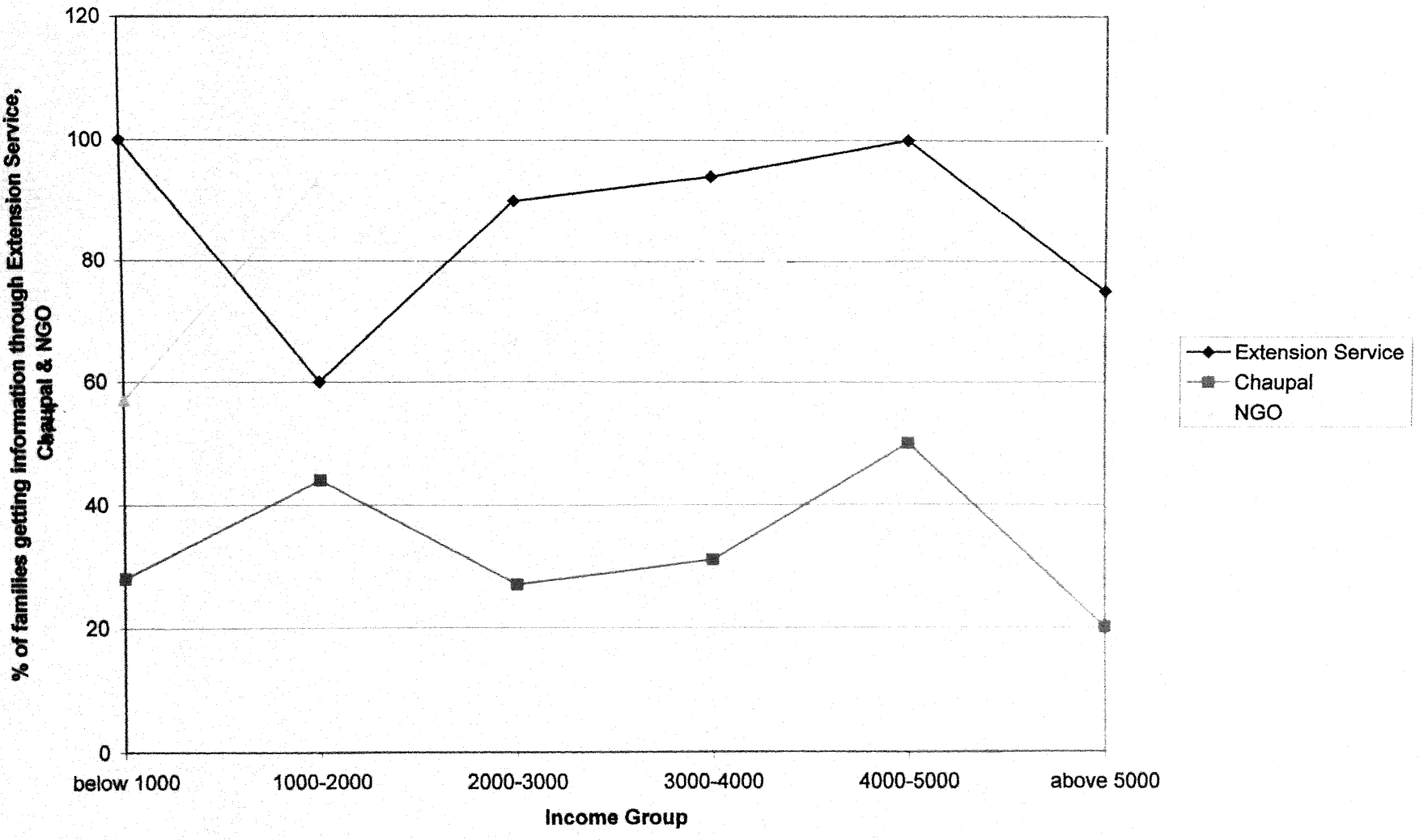

120
100
80
60
40
20
0
% of families getting information through Extension Service, Chaupal & NGO
below 1000
1000-2000
2000-3000
3000-4000
4000-5000
above 5000
Income Group
Extension Service
Chaupal
NGO

Figure 6.4

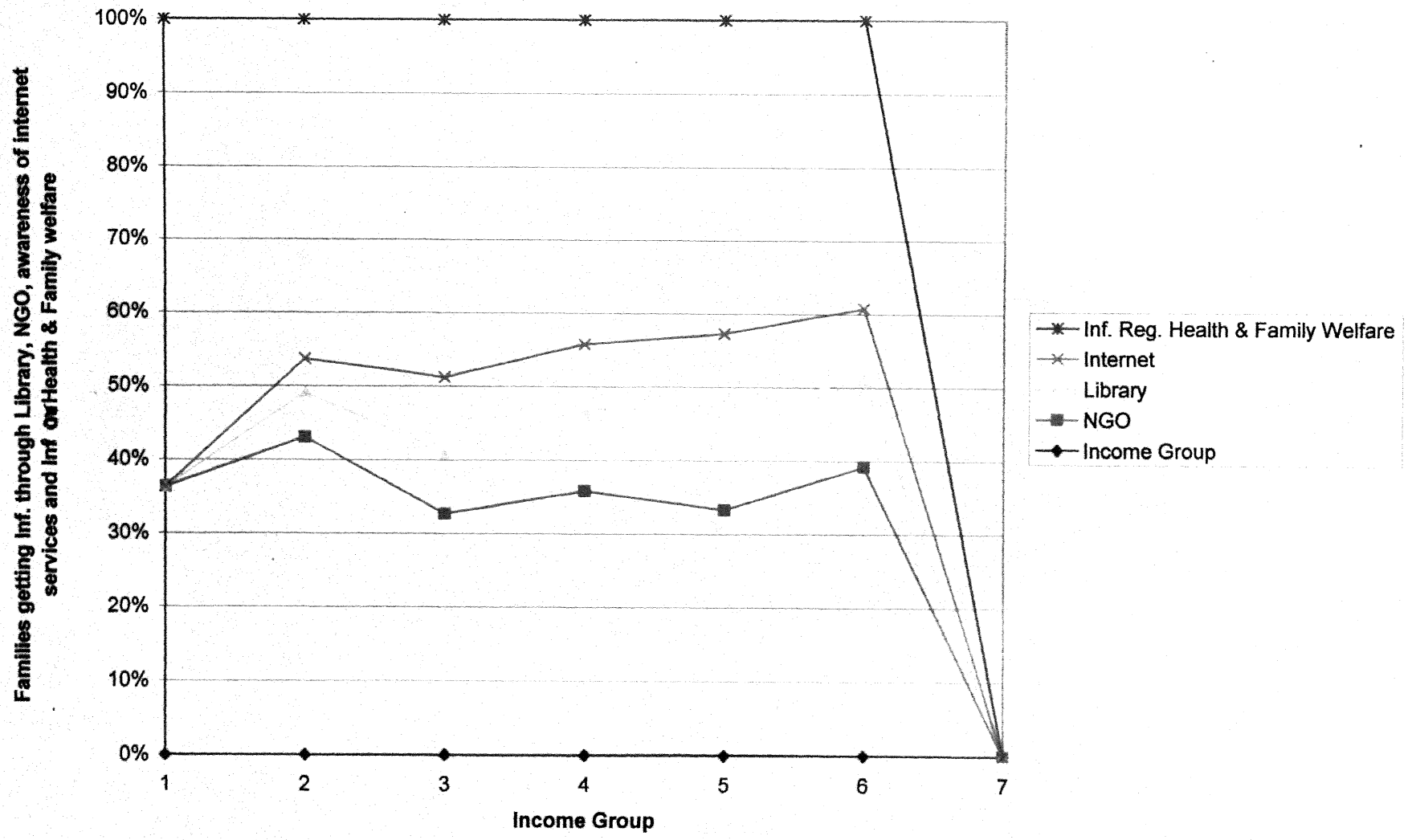

Families getting Inf. through Library, NGO, awareness of internet services and Inf on Health & Family welfare
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1
2
3
4
5
6
7
Income Group
Inf. Reg. Health & Family Welfare
Internet
Library
NGO
Income Group

Figure 6.5: Distribution of families

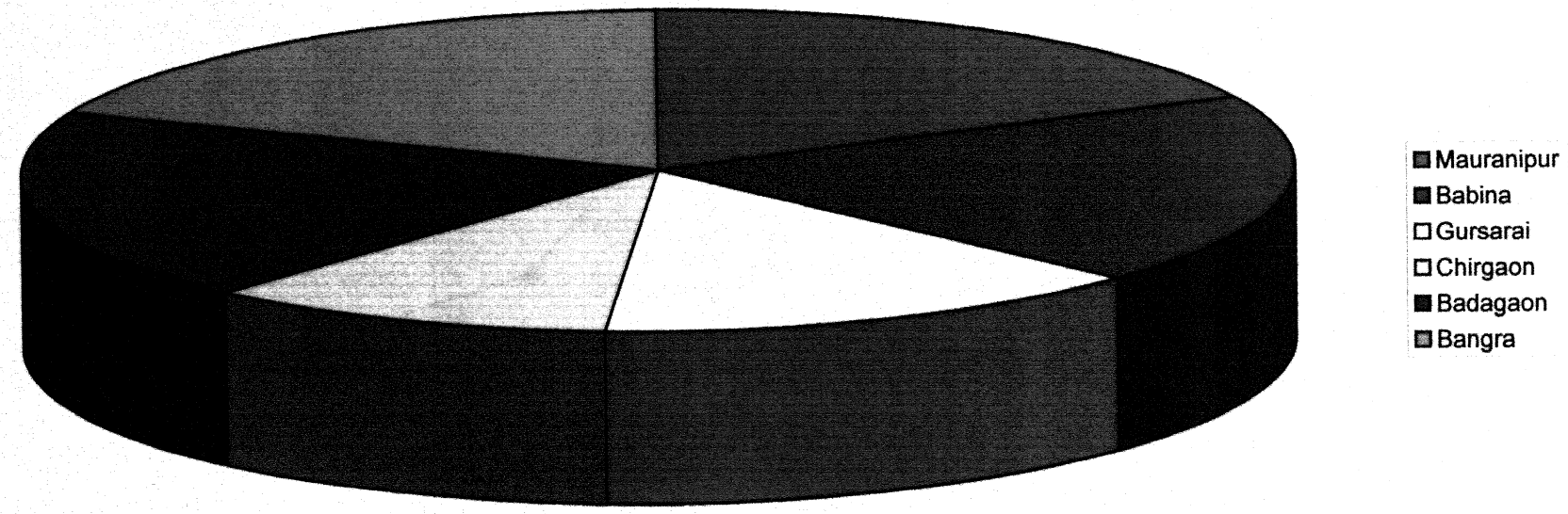


Figure 6.6

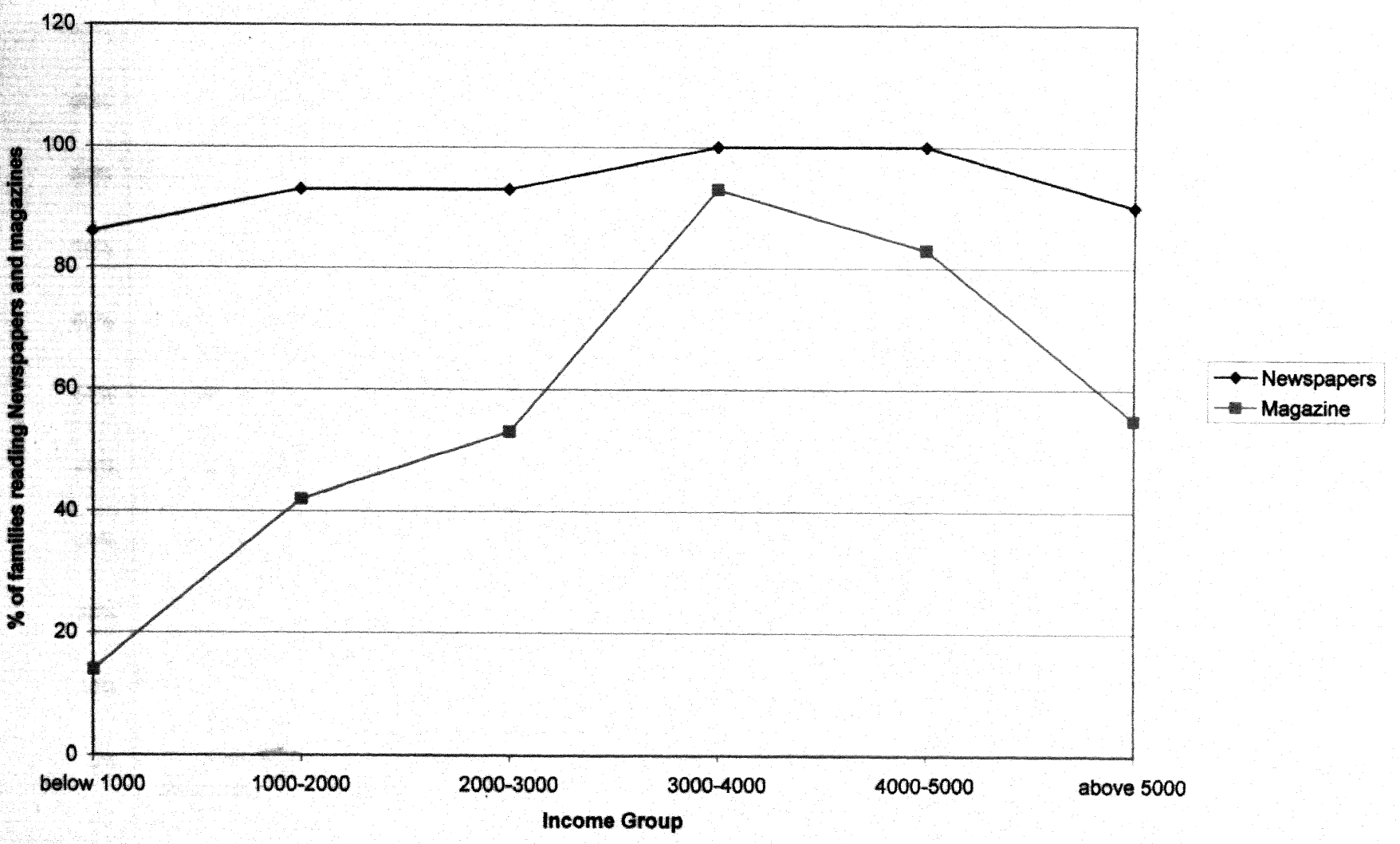

120
100
80
60
40
20
0
% of families reading Newspapers and magazines
below 1000
1000-2000
2000-3000
3000-4000
4000-5000
above 5000
Income Group
Newspapers
Magazine

Figure 6.7: Interviwed families based on monthly family income

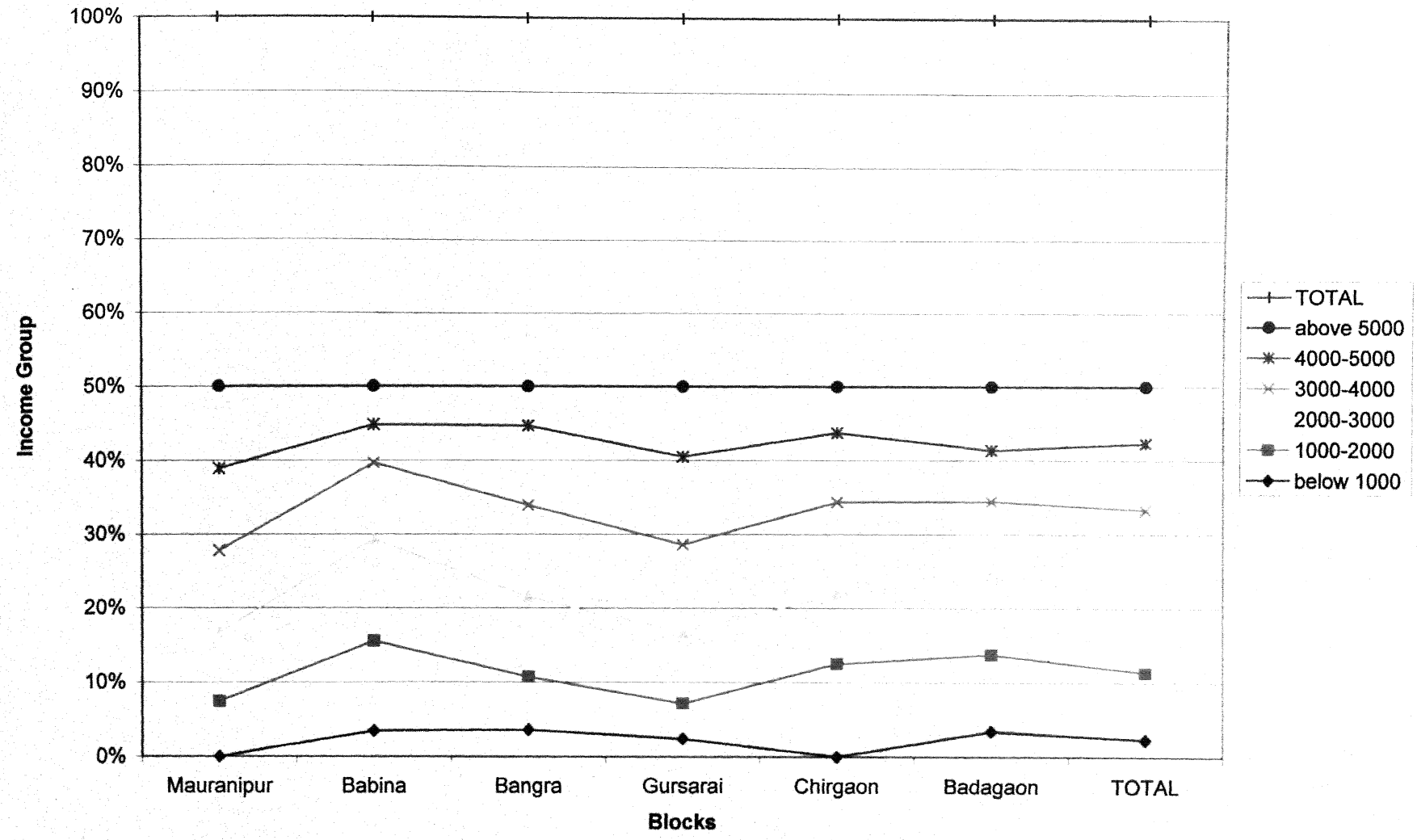


Figure 6.9: % Usage of Extension Service, Haat, BDO & NGO based on % of cropped area

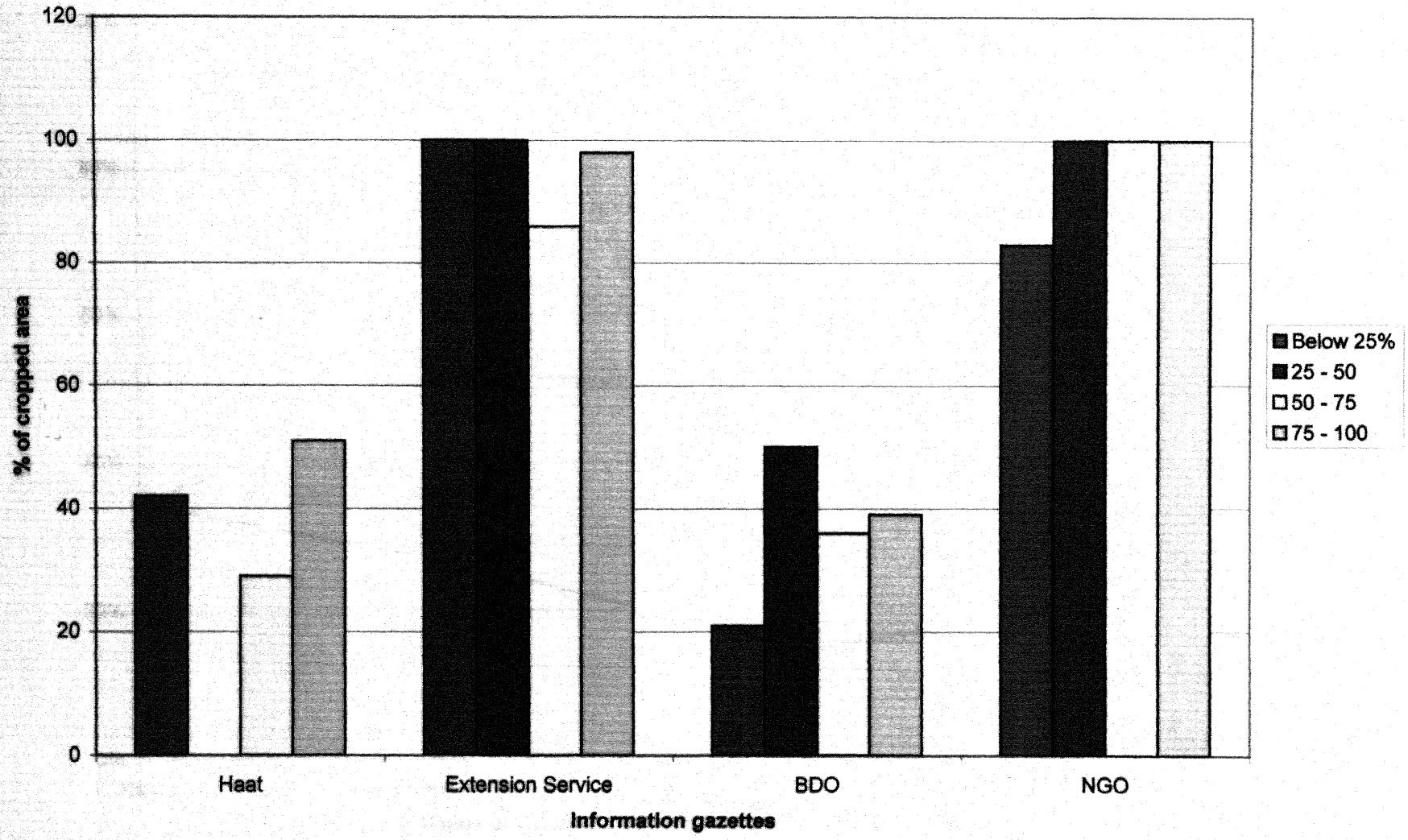


Figure 6.9a

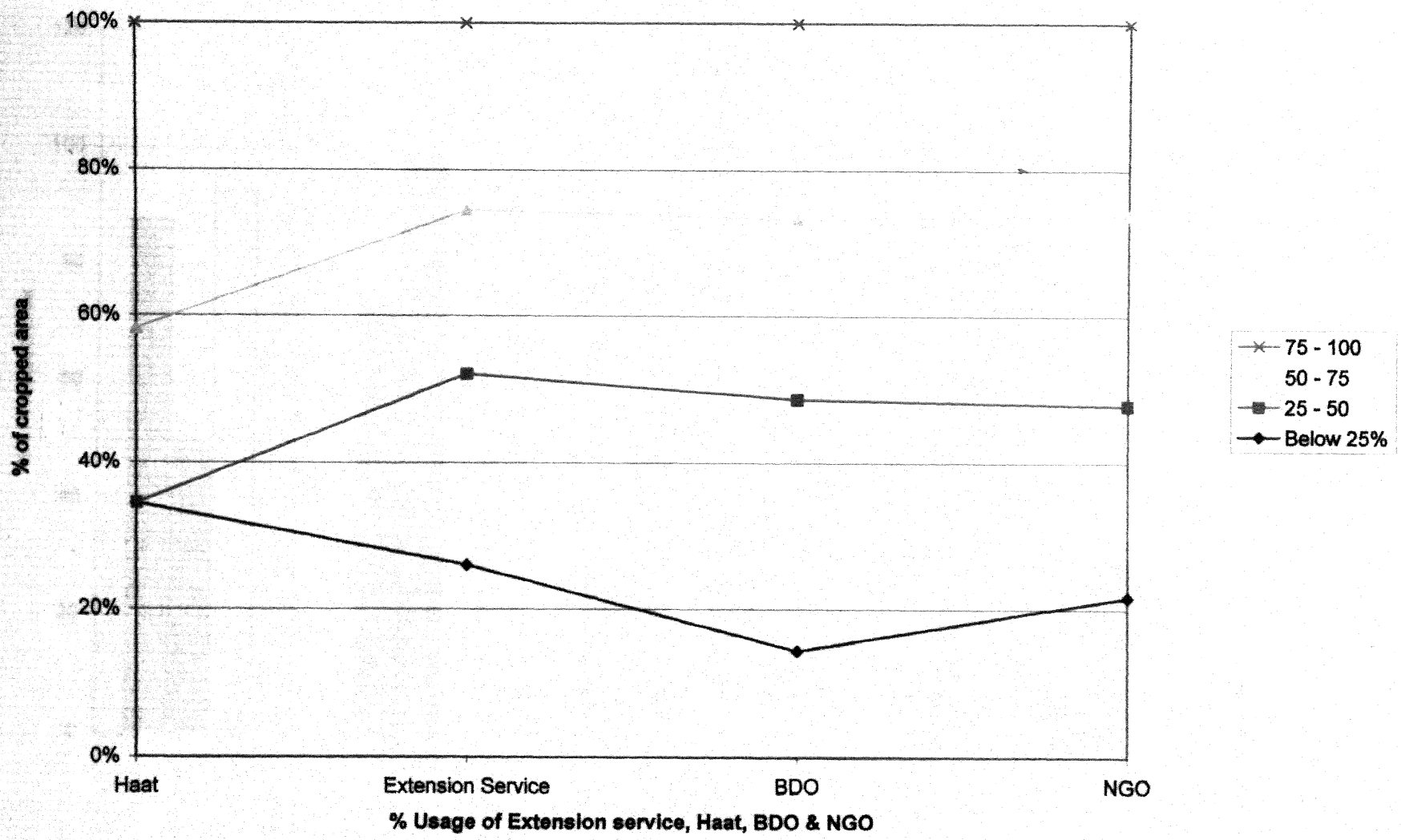

100%
80%
60%
40%
20%
0%
% of cropped area
Haat
Extension Service
BDO
NGO
% Usage of Extension service, Haat, BDO & NGO
75 - 100
50 - 75
25 - 50
Below 25%

Figure 6.10: % Usage of Film,Magazine,Library & awareness of Internet based on % of cropped area

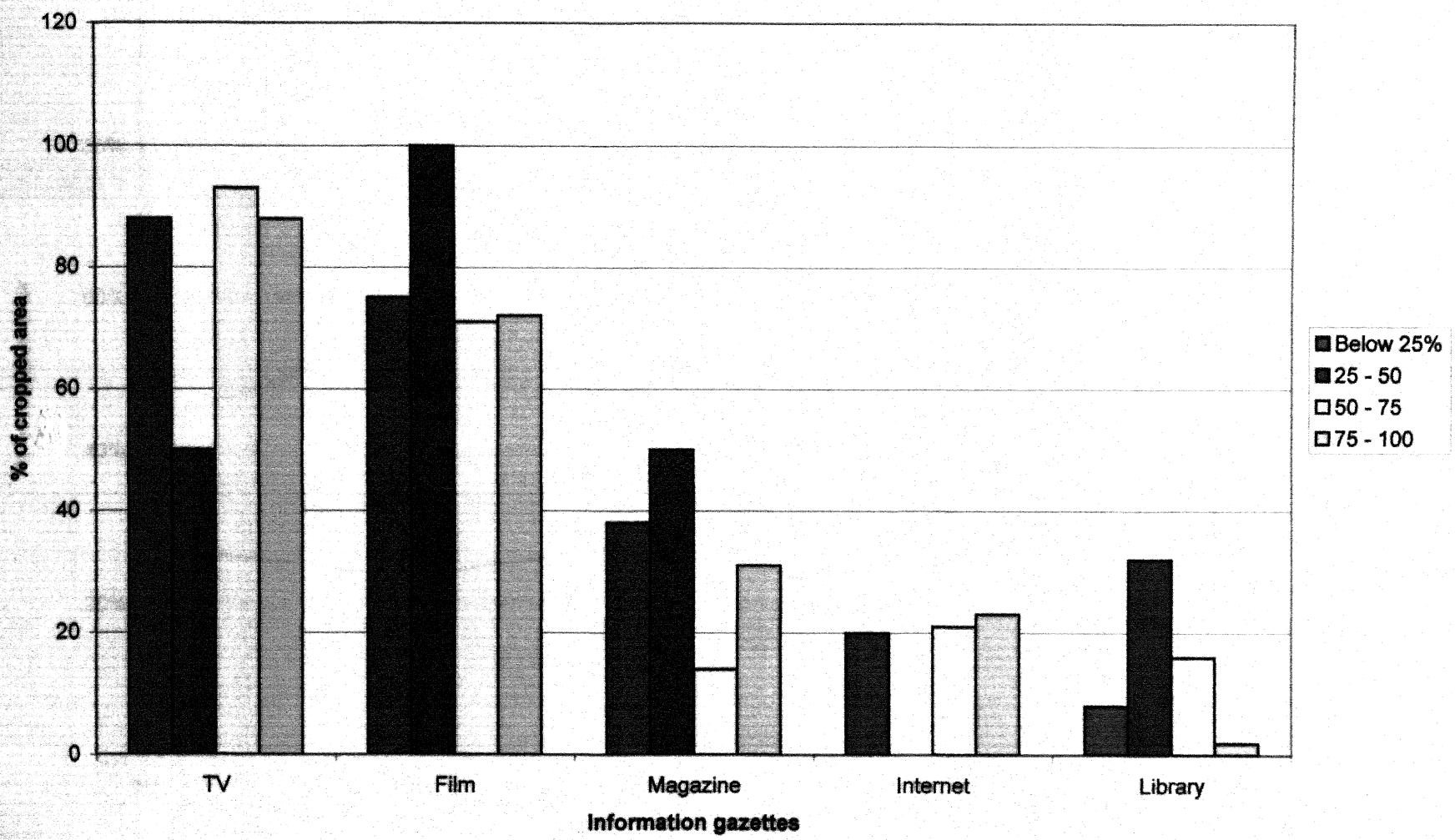
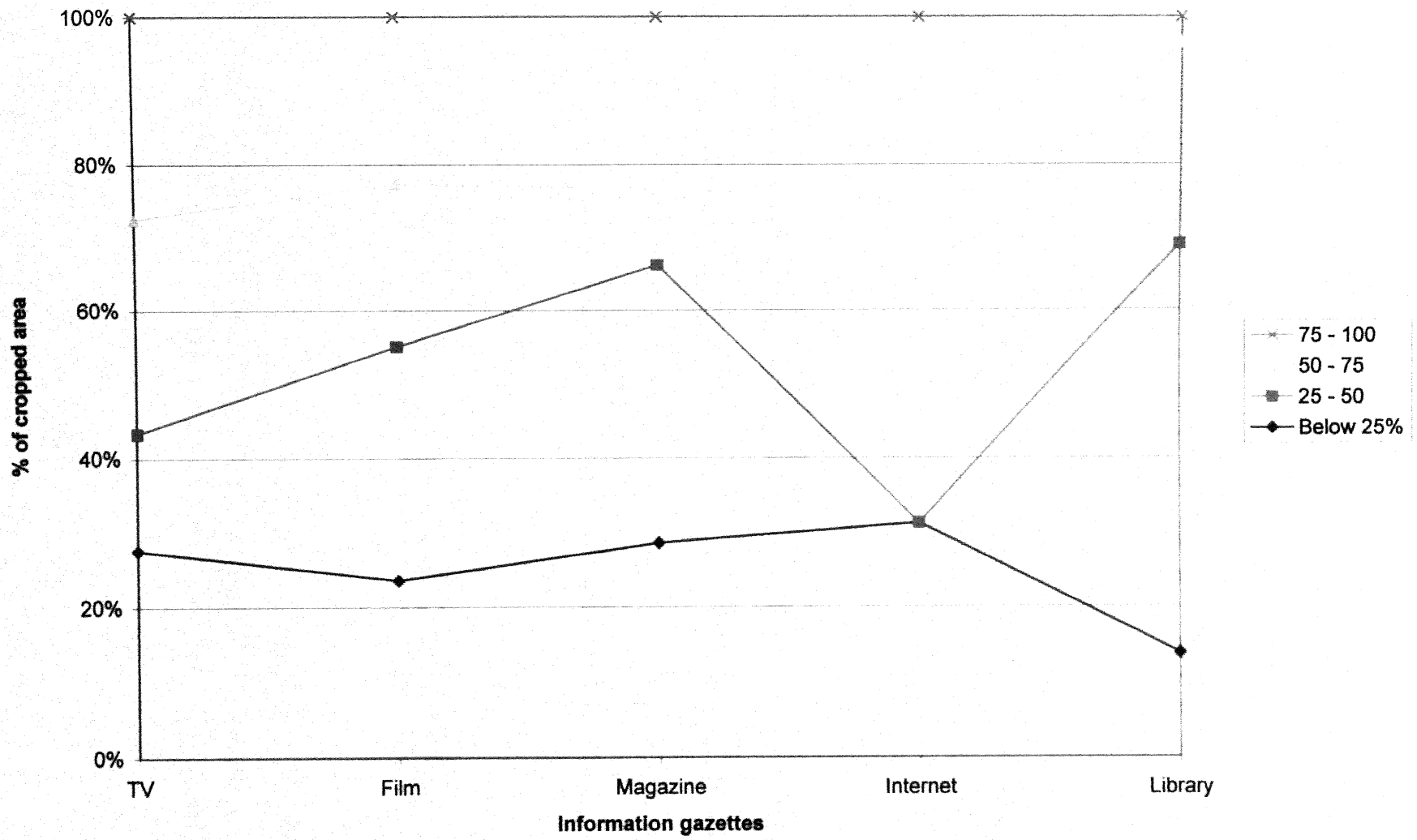


Figure 6.10a


100%
80%
60%
40%
20%
0%
% of cropped area
TV
Film
Magazine
Internet
Library
Information gazettes
75 - 100
50 - 75
25 - 50
Below 25%

CHAPTER VII

Findings, Recommendations and Conclusions

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Findings, Recommendations and Conclusions

7.1. Introduction

This chapter provides a summary of the Findings and conclusions that emerge from the study of research and also gives the recommendations. The investigation has been designed and carried out to use the analysis of village communities as a basis for planning rural library and information services. In the absence of rural libraries, the basis for planning is information services. The basic premises of the study are two fold.

- First, the village communities are not considered as an element in planning for the library organization and services.
- Second, the political leaders, development planners, administrators and the library profession also do not appreciate the multi - faced role of the public library as a center for information and guidance, a catalytic agent of social change, an interpreter of community needs, a forum for social and cultural life, an agent of extension work, etc. in the development process. This is the reason why the rural libraries do not exist in the District and this is also because of the lack of Local Library Policy in the State.

There is hardly any need to justify the importance of an information system in the progress of mankind. The importance of information system can be seen from the disparities, inequalities, imbalances among different societies, communities and regions.

With this background, the present study has been taken to put a systematic enquiry about the role of Information System in the progress of rural mankind in the absence of Rural Library and Information System.

The progress of human being largely depends upon the level of utilization of man and material resources. In a nutshell, the study has been designed to see the impact of an information system on utilization of available man, land and animal resources as there are no Rural Library and Information Services available in the region.

This is a convenient summary of major findings and conclusions presented at one point; and gives added emphasis to some observations; and some issues are further clarified.

All the villages surveyed are basically agrarian communities, with an unusual percentage of salaried employees and laborers in organized sector. Agriculture and allied occupations are the dominant features of the economy.

The villages have provision of public services like education, health care, extension services in the field of agriculture, women welfare etc. They are traditional communities with an inward looking of bent of mind, which are of utilitarian value. Illiteracy is a striking feature of the village communities. People earn livelihood through the performance of manual labour. Under employment or unemployment, social and economic inequality and segregation are widely prevalent in the villages. It has a strong oral tradition for communication of information, knowledge and practical phenomenon.

People have strong bonds of corporate identity in the form of caste group affiliations. There are groups with several denominations like that of caste, occupations such as cultivation, agricultural labour, petty trade, marketing of fruits, animal husbandry and dairy development in the villages. The voluntary organizations are also working for the improvement of the lives of the villages such as social welfare, in the promotion of the interests of farmers, women and caste groups etc. People gather at weekly fairs or haats and celebration of religious festivals. There are informal leaders for several caste groups and political leaders in the village. These are basic facts and features about the village communities.

7.2. Finding I

There are a number of studies, which have highlighted the importance of one or the other components of information system with respect to development of mankind. But none of the studies has covered the Rural Information System in an integrated way and its impact on the developmental aspects and issues. This lacuna may be because of non-availability of the desired data for different levels of hierarchies.

7.3. Finding II

On the basis of the data presented in the table 6.2 and 6.6 it has been found that there is positive correlation between the Rural Information System and exploring the human resources. Particularly TV has played a very important role in dissemination of useful information to the users. It is found that the income of the persons, who view TV have been successful in raising their income.

7.4. Finding III

On the basis of the data presented in table 6.6, it is found that the information system at Block level in Mauranipur and Gursarai is higher when compared with other Blocks. The percentage of families

in higher income groups in these Blocks is maximum. Thus we can understand that the information system available at Block level has also a great impact on utilization of human resources.

7.5. Finding IV

Higher the information and higher they explore the land and animal resources. From the tables 6.4 and 6.5, it is clear that information system plays a very pivotal and effective role in disseminating the modern thoughts and practices as experienced by the researchers and extension workers to the rural masses. The percentage of farmers having knowledge of artificial insemination technology and knowledge of improved agricultural technology, is higher in case of those who have access to TV, radio and use other information gazettes.

They got more knowledge in new farming methods, new seeds, fertilizers, timely planting, irrigation, manuring and harvesting. Educated farmers listened to radio regularly and read agricultural items in the newspapers. Many of the young farmers saw films shown by voluntary organizations and attended agricultural lectures. Some of them said that they applied new techniques in the field and thus increased production. Thus we could prove the hypothesis that the agricultural techniques and production have improved by having

access to TV, radio, newspapers, magazines, having awareness of Internet and using other information media.

7.6. Finding V

The information system has a significant role in utilizing the land resources. Cropped area is an indicator for better utilization of land resources. The percentage of families having higher percentage of cropped area to total owned area is higher in the case of Mauranipur, Badagaon. Information system is strong in both the Blocks. The percentage of families having better information system is aware of modern farm technologies.

On the basis of these findings one can recommend a complete structure for rural information system apart from the traditional library system; around which all the developmental programmes can be located.

7.7. Recommendations

In the context of the problems that are found in the Third World Countries, the library should become a source of information for making useful decisions.

We are aware of the information explosion and information culture. It has been pointed out, "Information is an important element in problem solving and gainful decision- making, as well as in promoting innovative and creative activities at all levels. Information is also a prerequisite to technology transfer as well as to the general education of each individual. It contributes to human development and to the improvement of the quality of life as a whole"[1]. It is also noted that information "has clearly not yet made its entry in the developing world as a major objective, and still plays a minor role in the general flow of communication"[2]. Furthermore, it is reported, "For instance, in most developing countries, information facilities and services are concentrated in urban areas, whereas rural areas are practically without such facilities."[3]

The major recommendation is that the local Government should actively take part in establishing rural libraries to work as community based centers for 'information culture'. Its role as a center for information is a crucial factor for the development of the community. It delivers relevant information through appropriate methods to the concerned or target groups of people. It collects and interprets the information needs of the community for the research institutes and agents that generate information.

Thus, the library sends down information to the community, and sends up the information needs of the community for the guidance of

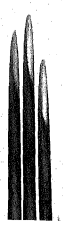
research institutes and agencies that produce information. The library, with its traditional concern and skills for preservation and distribution of knowledge, is the most appropriate agency to function as a buckle to unite the community and information agents.

Importance of Rural Library and Information System

The importance of rural library and information system can be understood by reshaping itself as a community based information centre.

The concept of information has assumed critical importance in the modern society. Its value in enhancing problem solving capacity of the individual and community is widely acknowledged. Library can no longer neglect the task of information dissemination.

One of the major problems of developing societies is the lack of relevant information, and low utilization of information in the resolution of problems. Library has a vital capacity to stimulate the generation of relevant information, and also proper utilization of information. This is true, because the library has intimate knowledge about the communities, and its information needs.

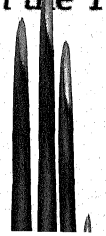


The library is indeed the most appropriate body, to deliver information to the rural people, who are in the need of information. Rural areas do not have source of information. The lack of resources and skills, high density of population, the burden of traditional beliefs, and social and economic structures, of rural areas compound the need for information. Yet information sources do not reach and function in rural areas. The library may step into this vacuum, and provide information to the rural people.

The traditional library services failed to work in the Third world countries. This is not due to the fault of library profession. The community does not have skills and value orientation to use the library services. The library cannot ignore the socio-economic and cultural environment, in which it is operating. The library profession has a responsibility to develop appropriate and responsive services to serve the rural communities.

A substantial majority of people in Third world countries does not use the library; they do not have awareness of the concept that library services could be useful to them. Most of them are unable to use the traditional library services.

It has been attested by the findings of several studies that those who do not use the library usually comprise the lower strata of the society. They are poor and less educated people and more often in the Third



World, they are uneducated people, and are socially and economically deprived groups.

They have low self – esteem and ability to learn and use new ideas. They need library services most to resolve their day-to-day life problems. But, the library services should be delivered to them in the form of information dissemination. They need information for survival.

The goals of the library could be partly derived from the premises of the information needs of the community, and also the daily life needs of the people. It is essential that some of the goals of the library should be based on the tangible information needs of the society and people.

All these contribute to the idea, that a rural library should reorder itself as a community based information center, which can be possible with the efforts of the Government.

A Rural information centre as an information and referral service cenrtre.

In the Third World countries, the library's public does not read books. They are interested in gathering discrete units of information

that will directly help them to solve their problems, or improve their ability to solve problems.

Therefore, the library should become a centre for dissemination of information. We may look at this function of the library, as active agent to delivered library services to those persons, who do not use the library otherwise.

The library and information centre should undertake the Information and Referral services on a regular basis. This is an urgent task for the libraries in the Third World countries.

People require information to solve a variety of problems related to their work and daily life. They need information about agriculture, health and child care, housing, food and nutrition, family welfare, animal husbandry and dairy development, training programmes for employment, credit and marketing, special assistance programmes for socially and economically deprived groups cottage and village industries, etc. These are problems that are faced by people in their daily life situation.

The Departments of Government have rich information, and the citizens do not know relevant information about these welfare programmes of the government. People also do not have access to the government agencies. The rules and regulations, and the procedural

processes of the government agencies are complex, and the citizens have reasons to develop a feeling of alienation to the governmental agencies.

The library and information centre could function as a coordinating agency for the departments of the government to the citizens. It could guide and direct citizens to the appropriate agencies, and help them in resolving their problems.

The library may do all this through an active method of Information and Referral services in full-fledged form. The library will achieve a variety of objectives, by implementing Information and Referral service programme. It will disseminate useful information to the citizens, and thus promote the concept of equal opportunity for citizens in making correct decisions.

The disadvantage of lack of right type of information about opportunities to acquire basic conditions of life, and policies of the government, which continues to be the chief drawback of the socially and economically deprived groups, will be reduced to large extent. This is a remarkable gain for the poor people. The library and information service centre will be able to bring citizens with specific problems, and the appropriate agencies of the government together.

This will contribute to the improved performance of the government. The library and information centre will strengthen the base of political order, by promoting an increased understanding of the role of the government and problems of the citizens. It could be an instrument to direct the course of social and economic development. Information about the programmes of the government will help citizens, and also the State implement policies of the government more effectively. Thus the library will promote the interests of the citizens and the State.

In the Third World countries, the library and information centre should function as a coordinating and information agent for the governmental agencies, and render Information and Referral services to the citizens.

The information centre may step into the controversial role of changing the values and culture of the society. Again, in the Third World countries, the library and information centre should play an active role in changing the traditional belief pattern of the people. There is need to encourage people to accept secular values and outlook.

This concept of library service aims to reach and serve the whole rural communities, including the uneducated and unmotivated persons to use the information services. It requires that the library

profession should be committed to its task of serving community. It should be inextricably involved in the daily life needs and should be an integral part of the community life. It is responsive and accountable to the needs and requirements of the community. It seeks to reach and serve the whole community.

The information needs of the community as well as that of the individual's needs should be met by the information centre. The planning and programming of library and information services will be based on the requirements of the users. Information services and programmes will be derived from an analysis of the needs of the community.

Important aids of Information service

Audio-visual aids should be extensively used in the delivery of information services. The visual media is an effective instrument to reach the rural people, and also to convey new ideas and practices related to the community and daily life needs of the people.

The visual graphic media will have an appeal to the people, and have an enduring impression on the minds of rural people. It has been observed, "Modern technology such as television, video-tapes

provides the possibility of disseminating information to remote rural locations in developing countries.

What is needed is a relatively less sophisticated approach to the information infrastructure development in the developing countries. The need for appropriate training to create a nucleus of skilled professionals responsible for handling of the new technology in each country is crucial"[4].

The Information centre should address services to groups of people. Group services become a significant part of the librarianship. Services like library displays, exhibits, lectures and discussions, demonstrations, folk-arts; music concerts, etc. are addressed to groups of people.

Services to special groups like women, children, old people, scheduled castes, farmers etc. may be developed to solve the special problems of each group, and delivered to them. The information centre should render assistance to the various community organizations in conducting their programmes.

We have many voluntary associations and NGOs in the villages. The information centre can collaborate with these organizations in delivering information services. Caste associations are very useful bodies in motivating people to avail the information services.

The informal and influential leadership of the village community also could be utilized in presenting and information services. It is found that people prefer to contact their neighbours, friends, relatives,etc. for information, than rely on recorded source of data. This is especially true in rural communities. Person to person communication, or communication of one person with many people, is an effective method of communication.

It is reported that opinion leaders of the village community like, the teachers, caste leaders, shopkeepers, etc. are very effective channels to communicate new ideas to the people. Audio-visual communication channels appear to have greater effect on the people when they are combined with discussions and person-to-person communication. These are basic features of the behaviour of people in rural areas, when they encounter new ideas.

The Information centre should use opinion leaders and other persons in delivering information services to the community. It could also utilize the several caste associations and service organizations in promoting library and information services.

7.8. Conclusion

In conclusion, we may venture to suggest that the development of community based information service centres is not an exclusive concern of the local government. The government should accept this concept and give necessary support for establishing the rural library and information service centers in the region.

The government must cooperate to provide responsive information services to the rural public. The informal leaders, and those who hold positions of authority in the village communities' power structure should help in the establishment of Information centers in accomplishing their goals.

The government should identify the information centres as vital elements in the promotion of socio-economic and cultural development of the society and promote to implement a Local Library Policy for establishing Rural Library and Information centers all over the State.

The dynamic role and multi-faceted functions of the public library in modern society are crucial in strengthening the base of political system. It also contributes to the effectiveness of the governmental performance.

Therefore, the government should make adequate budget allocations to build up a network of efficient public library system. The science and technology policy of the government should give priority for the production of audio-visual aids and to build up a communication system for dissemination of information especially in rural areas. The support and cooperation of the government and village communities are essential for the development of community based library and information / services.

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4. UNESCO. - Transfer and Utilization of Information for development in the 1980's: Main problems and strategies for their solution. - Paris, 1981, p. 9.

APPENDIX – I

INTERVIEW SCHEDULE

परिशिष्ट
साक्षात्कार प्रश्नावली

मैं जे. श्रीदेवी, शोध छात्रा, बुन्देलखण्ड विश्वविद्यालय, झांसी यह जानकारी प्राप्त करना चाहती हूँ कि क्या ग्रामीण ग्रंथालय एवं सूचना सेवायें झांसी जिले के गांवों में उपलब्ध हैं या नहीं। अगर नहीं हैं तो ग्रामीण जनता को तरह तरह की सूचना सेवायें कैसे उपलब्ध होती हैं?

उपर्युक्त विषय में मैं आपके विचार तथा अनुभव का लाभ उठाना चाहती हूँ। आशा है कि आप मेरे शोध कार्य में सहयोग देकर उसे सफल बनायेंगे। आपके प्रत्येक उत्तर को गोपनीय रखा जायेगा।

धन्यवाद

(जे.श्रीदेवी)
शोध छात्रा
बुन्देलखण्ड विष्वविद्यालय
झांसी

साक्षात्कार प्रश्नावली

1. सामान्य जानकारीः

च. शिक्षाः

1.अशिक्षित 2.प्राथमिक 3.मिडिल 4.हाई स्कूल

5.बी.ए. 6.अन्य

छ. व्यवसाय

1.देहाड़ी मजदूर 2. व्यापार 3.स्वरोजगार 4.कृषि

5. नौकरी 6.गृहणी

ज. पारिवारिक मासिक आयः

झ. गांवः

ट. ब्लॉकः

ठः तहसीलः

डः जिलाः

ढः राज्यः

1. पारिवारिक विवरणः

क्रम सं0	नाम	मुखिया से सम्बन्ध	लिंग	आयु	शिक्षा	व्यवसाय	मासिक आय

2. आर्थिक सूचनाः

क. क्या आपने वर्तमान व्यवसाय को चलाने के लिए उधार धन लिया है
हां /नहीं

यदि हां तो कहां से–
1.बैंक से 2. रिश्तेदार से 3. साहूकार से 4.अन्य

ख. यदि आपको किसी अन्य व्यवसाय की जानकारी दी जाय तो क्या आप अपना अतिरिक्त धन उसमें लगायेंगे।
1. हां 2. नहीं

ग. यदि नहीं तो कारण बताइयें ?

....

घ. राष्ट्रीय ग्रामीण विकास बैंक / नाबार्ड से आपको अभी तक क्या सहायता उपलब्ध हुयी है ?

.....

3. भूमि साधन सम्बन्धी जानकारीः

क. क्या आपके पास जमीन हैं।

1. हां 2. नही

ख. यदि हां तो कितनी बीघा .....

ग. आप कितने बीघा पर खेती करते हैं। .....

घ. कितनी बीघा जमीन बेकार पड़ी है? .....

क्या आपको बेकार जमीन उपजाऊ बनाने के बारे में कोई नई तकनीक की जानकारी मिली हैं?

1.हां 2. नहीं

यदि हां तो क्या आपने इस तकनीक का प्रयोग किया है?

1. हां 2. नहीं

ज. यदि हां तो नई तकनीक के प्रयोग से आपको क्या लाभ हुआ है

.....

4. पशु संसाधन

संख्या	पशु	नस्ल

क. क्या आपको पशु नस्ल सुधार की जानकारी है

1. हां 2. नहीं

यदि हां तो किसने दी .....

.....

ख. क्या आप पशु संसाधनों का पूर्ण उपयोग कर रहे है।

1. हां 2. नहीं

यदि नहीं तो कारण बताइये .....

6. स्वास्थ्य एंव प्रजनन सम्बन्धी सामान्य ज्ञानः-

1. स्वास्थ्य एंव प्रजनन संबधी जानकारी के लिये निम्न में से कौन सा साधन अधिक लाभकारी हैं?

क. टी.वी. ख. समाचार पत्र ग. रेडियों घ. अन्य

2. गांव में होने वाले विकास कार्यक्रमों की जानकारी का मुख्य स्त्रोत क्या है?

क. ग्राम विकास सचिव ख. ग्राम प्रधान ग. ग्राम पंचायत कार्यालय घ. सामाजिक कार्यकर्ता ड. कोई अन्य

3. क्या गांव में कोई कोढ से ग्रसित है या कभी था?

.....

4. क्या गांव में अस्थि विकलांग है? है तो कितने ?

.....

5. प्रति परिवार में पैदा होने वाले बच्चों का औसत क्या है?

2 बच्चे 2. 3 बच्चें 3. 4बच्चे 4. अधिक

.....

6. बीमारियों व महामारियों के कारण व निवारण के विषय में कहां से जानकारी प्राप्त होती है?

.....

7. परिवार नियोजन के लिये क्या आप जागरूक हैं?

.....

8. मौसम सम्बन्धी जानकारीः

क.आपको मौसम सम्बन्धित सूचनाये कहां से प्राप्त होती है?

1.समाचार पत्र 2.टी.वी. 3. रेडियों 4.पड़ोसी के द्वारा

9. संचार माध्यम

टेलीविजनः

क. क्या आप टेलीविजन देखते हैं?

1. हां 2. नहीं

ख. यदि हां तो कहां?

1.अपने घर 2. पडोसी के घर 3. सामुदायिक केन्द्र

ग. कौन कौन से कार्यक्रम देखते हैं?

1. समाचार 2.कृषि दर्शन 3. अन्य

घ. आपको कौन सा कार्यक्रम सबसे अच्छा लगता हैं?

.....

च. यह कार्यक्रम आपको क्यों अच्छा क्यों लगता है?

.....

छ. आप इस कार्यक्रम को कब कब देखते हैं?

1. प्रतिदिन 2. साप्ताहिक

ज. आप टी.वी. देखने पर प्रतिदिन कितना समय लगाते हैं?
1.आधा घंटा 2.एक घंटा 3.दो घंटा 4.दो घंटे से ज्यादा

.....

8. रेडियोः-

क. क्या आप रेडियो सुनते है।
1.हां 2. नहीं

ख. यदि हां तो कहां?
1. अपने घर 2.पड़ोसी के घर 3.सामुदायिक केन्द्र 4. अन्य

.....

ग. आप कौन- कौन से कार्यक्रम सुनते है।

1. समाचार 2.गाने 3.नाटक 4.अन्य

.....

घ. आपको कौन सा कार्यक्रम सबसे अच्छा लगता है
1. समाचार 2.गाने 3.नाटक 4.अन्य .....

च. यह कार्यक्रम आपको सबसे अच्छा क्यों लगता है।

.....

.....

छ. आप रेडियों को कब कब सुनते हो

1. प्रतिदिन 2. सप्ताह में दो बार 3. साप्ताहिक

.....

10. समाचार पत्रः

क. क्या आप समाचार पत्र पढते है?

1. हां 2. नहीं

ख. यदि हां तो कौन सा? .....

ग. आप समाचार पत्र कहां पढते हैं?

1.अपने घर 2.पड़ोसी के घर 3.लाइब्रेरी 4.पड़ोस की दुकान पर .....

घ. समाचार पत्र में आपको सबसे ज्यादा क्या पसंद है?

1.लेख 2.समाचार 3.विज्ञापन

4.खेल / राजनैतिक / फिल्म/ बाजार से सम्बन्धित 5.राष्ट्रीय/अन्तर्राष्ट्रीय

.....

च. आप समाचार पत्र पढने पर प्रतिदिन कितना समय लगाते हैं?

1.आधा घंटा 2.एक घंटा 3.दो घंटा 4. दो घंटे से ज्यादा

11. पत्रिकायेंः-

1. क्या आप पत्रिका पढते है।

1. हां 2. नहीं

2. यदि हां तो कौन सी? .....

3. आप पत्रिका कहां पढते हो?
1. अपनेघर 2. पड़ोसी के घर 3. लाइब्रेरी 4. दुकान

.....

4. पत्रिका में आपको सबसे अच्छा क्या लगता है?
1. कृषि लेख 2.सामाजिक 3.राजनैतिक/करेन्ट अफेयर्स
4. अन्य

5. आप पत्रिका पढने पर प्रतिदिन कितना समय लगाते हैं?
1.आधा घंटा 2.एक घंटा 3.दो घंटा 4.दो घंटे से ज्यादा

12. उपन्यास/ ग्रंथ एंव फाइलेः

क. क्या आपके गांव में उपन्यास/ग्रंथ एवं अन्य पुस्तिकायें उपलब्ध है?
1. हां 2. नहीं

ख. यदि हां तो आप इन्हें कैसे प्राप्त करते हं?
1.ग्राम पंचायत पुस्तकालय / वाचनालय 2.बी. डी. ओ पुस्तकालय 3.जिला परिषद पुस्तकालय 4. स्वैच्छिक संस्था 5. स्वयं 6. अन्य

.....

ग. ये पुस्तिकायें किन किन विषयों पर होती हैं?
1.कृषि 2. सामाजिक 3.धार्मिक 4. राजनैतिक 5.व्यावसायिक

.....

घ. यदि हां तो इनके पढने से आपको क्या लाभ होता है।
1.ज्ञान में वृद्धि 2.नई बातों का ज्ञान 3.मनोरंजन 4.सोच में परिवर्तन

.....

13. पुस्तकालयः

क. क्या आपके गांव में पुस्तकालय है?

1. हां 2. नहीं

ख. यदि नहीं तो निकटतम पुस्तकालय कितनी दूरी पर है?

.....

ग. क्या आप पुस्तकालय जाते हैं?

.....

घ. यदि हां तो आप कितनी बार पुस्तकालय जाते हैं

1.प्रतिदिन 2. सप्ताह में एक बार 3.सप्ताह में दो बार 4.मासिक

ड़. आप पुस्तकालय में क्या पढते हैं

1.समाचार पत्र 2. पत्रिकायें 3. पुस्तक

.....

च. आप पुस्तकालय में कितना समय व्यतीत करते हैं?

1.आधा घंटा 2.एक घंटा 3.दो घंटा 4.दो घंटे से ज्यादा

च. क्या आपके गांव में चलता फिरता पुस्तकालय आता है

1. हां 2. नहीं

छ. यदि हां तो कब कब आता है

1.प्रतिदिन 2. साप्ताहिक 3.मासिक

.....

14. इंटरनेट सम्बन्धी प्रश्नः

1. क्या आप इंटरनेट के विषय में जानते है? (हां) (नहीं)

2. क्या आप के गांव मे इंटरनेट की सुविधा उपलब्ध है?
(हां) (नहीं)

3. अगर इंटरनेट है, तो क्या आपने उसका उपयोग किया है?
(हां) (नहीं)

4. अगर इंटरनेट है, तो किसके पास उपलब्ध है?
1. ग्राम पंचायत कार्यालय 2. स्वयं 3. बी.डी.ओ 4. पड़ोसी

5. यदि ग्राम पंचायत अथवा बी.डी.ओं में इंटरनेट सुविधा है तो क्या वह मुफ्त या मूल्य पर उपलब्ध है?

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15. सिनेमाः

1. क्या आप फिल्म देखते हैं?
1. हां 2. नहीं

2. यदि हां तो कहॉ?
1. घर पर 2. सिनेमा हॉल

3. यदि सिनेमा हॉल में तो वह कितनी दूरी पर है?

.....

क. आपने पिछले वर्ष कितनी फिल्में देखी है?

.....

ख. आपको कौन सी फिल्म सबसे अच्छी लगी?

.....

ग. आपको यह फिल्म सबसे अच्छी क्यों लगी?

.....

घ. क्या आपके गांव में जिला सूचना सेवा की तरफ से
कोई फिल्म दिखाई जाती है?

1. हां 2. नहीं

ड. यदि हां तो पिछले वर्ष कितनी फिल्में दिखाई गयी?

.....

च. गांव में फिल्म का आयोजन कौन करवाता है?

1.ग्राम पंचायत 2.बी.डी.ओ 3.गैर सरकारी संस्था (N.G.O)
4.अन्य

16. विस्तार सेवाः

क. क्या आपके गांव में विस्तार सेवा को व्यवस्था है।

1. हां 2. नहीं

ख. यदि हां तो कृपया बतायें

क्रमांक	विस्तार सेवक	आने का समय प्रतिदिन साप्ताहिक मासिक	जानकारी विषय
1.	ग्राम सेवक ..... तथा सेविक		
2.	कृषि विस्तारक.....		
3.	स्वास्थ्य निरीक्षक		
कुल योग			

17. चौपालः

क. क्या आपके गांव में चौपाल लगती है?

1. हां 2. नहीं

ख. यदि हां तो यह कब कब लगती है?

1.प्रतिदिन 2. साप्ताहिक 3.मासिक

.....

ग. क्या आप इसमें भाग लेते हैं?

1. हां 2. नहीं

घ. यदि हां तो आप किस विषय पर चर्चा करते हो?

1.आर्थिक 2.सामाजिक 3.सांस्कृतिक 4. ग्राम सम्बन्धी 5.कृषि,पशु

18. नाटक/ नाटिकायें

क. क्या आपके गांव में नाटक का आयोजन होता है?

1. हां 2. नहीं

ख. यदि हां तो क्या आप देखते है ?

1. हां 2. नहीं

.....

ग. पिछले साल आपने कितने नाटक देखे ?

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घ. इन नाटकों को कौन करवाता है ?

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19. प्रदर्शनी / मेला :

क. क्या आपके गांव में प्रदर्शनी लगती है ?

1. हां 2. नहीं

ख. यदि हां तो कब कब लगती है ?

1. मासिक 2.त्रैमासिक 3.वार्षिक

.....

ग. प्रदर्शनी को कौन लगवाता है ?

1.ग्राम पंचायत 2. बी.डी.ओ 3.जिला परिषद 4.अन्य

.....

घ. प्रदर्शनी किन किन विषयों पर लगती है

1.आर्थिक 2.सामाजिक 3.कृषि 4.स्वास्थय

5. पशु 6.अन्ट

.....

च. क्या आप प्रदर्शनी देखते है।

1. हां 2. नहीं

छ. यदि हां तो आपको इसके देखने से क्या फायदा होता है?

1. ज्ञानवर्धन 2. मनोरंजन

20. हाट तथा बाजार

क. क्या आपके गांव में हाट तथा बाजार लगते है?

1. हां 2. नहीं

ख. यदि हां तो कब कब लगते है?

1.प्रतिदिन 2. साप्ताहिक 3.मासिक

.....

ग. क्या यहां नई बाते बताने के लिए कोई सरकारी मंच लगता है?

1. हां 2. नहीं

घ.यदि हां तो वहां कौन कौन सी बाते बतायी जाती है।

1. कृषि 2. स्वास्थय 3.पशु 4. अन्य

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21. नजदीकी शहर का भ्रमणः

क. आपके गांव से कौन सा शहर पास है, कृपया नाम बताइये?

.....

ख. क्या आप वहां जाते है?

1. हां 2. नहीं

ग. यदि हां तो कब कब जाते है?

1.प्रतिदिन 2.सप्ताह में एक बार 3.सप्ताह में दो बार 4.मासिक

.....

घ. आप शहर क्यों जाते है?

1.सामान खरीदने 2.रिश्तेदार से मिलने 3.नई जानकारी लेने 4.समान बेचने/काम करने 5.अन्य

22. स्वैच्छिक संगठनः

क. क्या आपके गांव में कोई स्वैच्छिक संगठन है?

1. हां 2. नहीं

ख. यदि हां तो उसका नाम बताइये?

.....

ग. इसके मुख्य क्या उददेश्य हैं?

1. कृषि सम्बन्धी 2. शिक्षा सम्बन्धी (प्रचार/ प्रसार)

घ. इस संगठन ने आपके लिये क्या कार्य किया है?

च. इसके कार्य से आपको क्या लाभ हुआ है?

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23. जिला ग्रामीण विकास प्राधिकरण (डी.आर.डी.ए)

क. क्या आप जि0ग्रा0वि0प्रा0 के बारे में जानते है?

1. हां 2.नहीं

ख. यदि हां तो इसने आपके गांव में कौन कौन से कार्य किये ?

1.सड़क सुधार 2.जल विकास 3.विद्युतीकरण 4.अन्य

ग. क्या जि0ग्रा0वि0प्रा0 ने विभिन्न सरकारी कार्यक्रमों के बारे में क्या जानकारी देने का कोई कार्य किया है।

1. हां 2. नहीं

यदि हां तो क्या.....
.....

24. बी.डी.ओ

क. क्या आप बी.डी.ओ के पास जाते हैं ?

.....

यदि हां तो किसलिये.....

ख. क्या आपको उपयुक्त कार्य के बारे में पूर्ण जानकारी मिलती हैं ?

1. हां 2. नहीं

ग. यदि हां तो आपको मिली जानकारी से क्या लाभ होता है ?

1. हां 2. नहीं

25. विद्यालय

क. क्या आपके गांव में विद्यालय है ?

1. हां 2. नहीं

ख. यदि हां तो शिक्षा का स्तर कहां तक है ?

1. प्राइमरी 2. हाईस्कूल 3.इण्टर 4. डिग्री

.....

ग. क्या विद्यालय में कोई समाजिक/प्रदर्शनी आदि का आयोजन होता है?

1. हां 2. नहीं

घ. क्या आप इन कार्यक्रमों को देखने जाते हैं?

1. हां 2. नहीं

च. यदि हां तो आपको इससे क्या लाभ होता है?

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प्रमुख ग्रामीण विकास कार्यक्रमः

26. समन्वित ग्रामीण विकास कार्यक्रम (आई.आर.डी.पी)

क. क्या आपने स.ग्रा.विकास.का. के बारे में सुना है?

1. हां 2.नहीं

ख. यदि हां तो आपको इसके बारे में कहां से पता चला?

1.टी.वी. 2.रेडियो 3.अखबार 4.ग्राम सेवक 5.बी.डी.ओ
6.अन्य

.....

ग. क्या आपने इस कार्यक्रम के अर्न्तगत बैंक से कोई आर्थिक सहायता ली?

1. हां 2. नहीं

घ. यदि हां तो आपने बैंक की आर्थिक सहायता से कौन सा नया काम शुरू किया?

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च. क्या इस नये काम से आपकी मासिक आय बढी?

1. हां 2. नहीं

यदि हां तो कितनी? .....

27. ग्रामीण युवकों का स्व नियोजन प्रशिक्षण (ट्राइसम):

क. क्या आपने ग्रा.यु. का स्वनि0प्र0(ट्राइसम) के बारे में सुना है?

1. हां 2. नहीं

ख. यदि हां तो आपको इसके बारे में कहां से पता चला?

1.रेडियो 2.टी.वी. 3.अखबार 4. बी.डी.ओ. 5.अन्य

ग. क्या इस कार्यक्रम के अर्न्तगत कोई ट्रेनिंग स्कूल खुला है?

1. हां 2. नहीं

घ. यदि हां तो उसमे कौन कौन सी ट्रेनिंग होती है?

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.....

च. क्या आपने कोई ट्रेनिंग ली है?

1. हां 2. नहीं

छ. यदि हां तो क्या आपने ट्रेंनिग लेकर कोई अपना काम खोला है?

1. हां 2. नहीं

ज. यदि हां तो आपको मासिक आप में कितनी वृद्धि हुई?

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सामान्य जानकारीः

क. नाम :

ख. पिता का नाम :

ग. आयु :

घ. जाति :

सर्वे किये गये गांव का नाम : कमांक :

जनपद : सर्वे दिनांक :

APPENDIX – II

CODE BOOK

Code Book for Rural Library and Information Service.

Question No.	Name of Variable	Code Alloted
1.	General Information	
(a)	**Education Background:**	
	Level of Education.	
	Illiterate	1
	primary	2
	Middle	3
	High school	4
	B.A.	5
	Other than B.A.	6
(b)	**Occupation** Labourer	1
	Artisan	2
	Business	3
	Agriculture	4

	Service	5
(c)	**Village**	
	Baghaira	1
	Tahrauli Khas	2
	Ghuraiya	3
	Uldan	4
	Patha karka	5
	Kachaneo	6
	Katera	7
	Chirkana	8
	Ghurat	9
	Sakarar	10
	Bhadarwara	11
	Dhawakar	12
	Rewan	13
	Baragaon	14

	Rupadhamana	15
	Khailar	16
	Khajuraha bujurg	17
	Punawli kala	18
	Dely	19
	Dikoli	20
	Raksa	21
	Takori	22
	Barata	23
	Kochha bhanwar	24
	Marora	25
	Digara	26
	Simraha	27
	Bhagwantpura	28
	Bangra	29
	Dhora	30
	Gadmau	31

	Magarwara	32
	Chelra	33
	Madarwas	34
2	**Monthly Income Rs.**	
	Less than 1000	1
	1000 - 2000	2
	2000 - 3000	3
	3000 - 4000	4
	4000 - 5000	5
	Above 5000	6
3.a	**Economic Resources**	
	Not Borrowing	0
	Borrowing	1
	Borrowing Sources	
	Money Lender	1
	Relative	2

	Bank	3
(b)	**Investment of Additional Resources in new occupation**	
	Yes	1
	No	0
4.	**Land Resources**	
(a)	**Position of level**	
	Yes	1
	No	0
(b)	**Position of bighas**	
	Below 5	1
	6 - 10	2
	11 - 15	3
	16 - 20	4
	Above 20	5
(c)	**Cultivation of land**	

	Below 25%	
	25% - 50%	
	51% - 75%	2
	Above – 75%	4
(d)	**Non Cultivation of Land**	
	Nil	0
	Below 25%	1
	26% - 50%	2
	51% - 75%	3
	Above 75	4
(e)	**Knowledge of Reclamation**	
	Yes	1
	No	0
5	**Animal Resources**	
(a)	**Knowledge of Improved Variety of**	

	Cattle / Artificial Insemination	
	Yes	1
	No	0
(b)	**Full utilization of animal <u>Resources</u>**	
	Yes	1
	No	0
6.	**<u>Information Regarding Health and</u> Family welfare**	
(a)	**Sources of Information health information**	
	T.V.	1
	Newspaper	2
	Radio	3
	Other source	4
(b)	**Source of Development information**	
	VDO	1
	Village leader	2

	Village panchayat office	3
	Social worker	4
	Other	5
(c)	**Any Leprocy Patient**	
	Yes	1
	No	0
(d)	**Any Physically handicapped**	
	Yes	1
	No	0
(e)	**Number of children per family**	
	2	1
	3	2
	4	3
	Above 4	4
(f)	**Knowledge of Family Planning**	
	Yes	1
	No	0
7	**Weather Information**	

	Radio	1
	TV	2
	Newspaper	3
8	**Information Gazettes**	
(a)	**Television**	
	Watching TV	
	Yes	1
	No	0
(b)	**Place of watching**	
	Home	1
	Neighbourhood	2
	Community	3
(c)	**Name of the Programme**	
	News	1
	Agricultural programmes	2
	Others	3
(d)	**Reasons for choice**	

	Score as per choice	
(e)	**Days of watching**	
	Weekly	1
	Daily	2
(f)	**Hours of Watching**	
	Half an hour	1
	One hour	2
	Two hours	3
	Above two hours	4
9.	**Radio**	
(a)	**Listening to radio**	
	Yes	1
	No	0
(b)	**Place of Listening**	
	Home	1
	Neighbourhood	2
	Community center	3
(c)	**Name of the Programme**	
	News	1
	Other then news	2

	Professional news	3
(d)	**Reasons for choice**	
	Score as per reasons	
(e)	**Days of Listening**	
	Daily	1
	Weekly	2
10.	**News Paper**	
(a)	**News paper Reading**	
	Yes	1
	No	0
(b)	**Name of News paper**	
	Local	1
	Regional	2
	National	3
(c)	**Place of reading**	
	Home	1
	Neighbourhood	2
	Library	3
	Neighborhood	4
(d)	**Interesting article**	
	Editorial	1
	News	2

	Sports	3
	Politics	4
	Films	5
	Business	6
	Crime	7
(e)	**Hours of reading**	
	Half an hours	1
	One Hours	2
	Two hours	3
	Above	4
11.	**Magazines**	
(a)	**Magazine reading**	
	Yes	1
	No	0
(b)	**Name of the magazine**	
	Light reading material	1
	Professional	2
(c)	**Place of reading**	
	Home	1
	Neighbourhood	2
	Library	3

	Shop	4
(d)	**Choice of item**	
	Current affairs	1
	Political	2
	Film related	3
12.	**Pamphlets and folder**	
(a)	**Reading pamphlets and Folder**	
	Yes	1
	No	0
(b)	**Distributed Agencies**	
	No	0
	District council	1
	BDO	2
	Village panchayat	3
	NGO	4
(c)	**Item covered**	
	Agriculture	1
	Religious	2
	Social	3
13.	**Library**	
(a)	**Existence of Library**	
	Yes	1

	No	0
(b)	**Visiting days**	
	Nil	0
	Monthly	1
	Weekly	2
	Daily	3
(c)	**Reading material**	
	Books	1
	Magazine	2
	News paper	3
(d)	**Reading hours**	
	Half an hour	1
	One hour	2
	Two hour	3
	Above two hour	4
(e)	**Existence of Mobile Library**	
	Yes	1
	No	0
(f)	**Arrival days**	
	Daily	1
	Weekly	2
	Monthly	3

14.	**Internet**	
(a)	**Awareness of Internet**	
	Yes	1
	No	0
(b)	**Availability of Internet facility in the village.**	
	Yes	1
	No	0
(c)	**Uses of Internet**	
	Yes	1
	No	0
(d)	**Place of Availability**	
	Village Panchayat	1
	NGO	2
	Shop	3
(e)	**Paid or free service**	
	Paid	1
	Free	2
15.	**Cinema**	
(a)	**Watching film**	
	Yes	1
	No	2

(b)	**Place of Watching**	
	Residence	1
	Village cinema hall	2
	City cinema hall	3
(c)	**Film show by Govt. Agency**	
	Yes	1
	No	0
(d)	**No of Films shown**	
	Nil	0
	Below 5	1
	Above 5	2
(e)	**Organizer of film shows**	
	BDO	1
	Village Panchayat	2
	NGO	3
16.	**Extension service**	
(a)	**Existence of extension service**	
	Yes	1
	No	2
17.	**Chaupal**	
(a)	**Existence of chaupal**	
	Yes	1
	No	0

(b)	**Chaupal held**	
	Daily	1
	Weekly	2
	Monthly	3
(c)	**Participation**	
	Yes	1
	No	0
(d)	**Discussion topics**	
	Economic	1
	Social	2
	Cultural	3
	Other	4
18.	**Drama**	
(a)	**Organization of drama**	
	Yes	1
	No	0
(b)	**Watch drama**	
	Yes	1
	No	0
(c)	**No. of dramas seen**	
	Nil	0
	Below 5	2
	Above 5	3

19.	**Exhibition**	
(a)	**Existence of Exhibition**	
	Yes	1
	No	0
(b)	**Periodicity of Exhibition**	
	Monthly	1
	Quarterly	2
	Annually	3
(c)	**Organizer**	
	Village panchayat	1
	BDO	2
	NGO	3
	District agency	4
(d)	**Subject coverage**	
	Economic	1
	Social	2
	Agriculture	3
	Health	4
	Animal	5
(f)	**Benefits derived**	
	Score as per Benefits derived	
20.	**Haat & Bazaar**	

(a)	**Organizing Haat & Bazaar**	
	Yes	1
	No	0
(b)	**Periodicity**	
	Daily	1
	Weekly	2
	Monthly	3
(c)	**Information Given by Govt. agency**	
	Yes	1
	No	0
(d)	**Information sought regarding**	
	Agriculture	1
	Health	2
	Animal	3
	Other	4
21.(a)	**Visit to town**	
	Yes	1
	No	0
(b)	**Periodicity**	
	Daily	1
	Weekly	2

	Monthly	3
(c)	**Purpose of Visit**	
	Score as per purpose	
22.	**NGO**	
(a)	**Existence of NGO**	
	Yes	1
	No	0
(b)	**Main aim of NGO**	
	Social	1
	Professional	2
	Other	3
(c)	**Work done**	
	Score as per work done	
23.	**DRDA**	
(a)	**Awareness about DRDA**	
	Yes	1
	No	0
(b)	**Work done**	
	Road repair	1

	Irrigation facilities	2
	Electrification	3
	Other	4
(c)	**Information Dissemination Govt. Program**	
	Yes	1
	No	0
24.	**BDO**	
(a)	**Visit to BDO**	
	Yes	1
	No	0
(b)	**Purpose of visit**	
	Score as per purpose of visit	
(c)	**Satisfied with the service**	
	Yes	1
	No	0
(d)	**Benefit derived or not**	
	Yes	1
	No	0
25.	**School**	
(a)	**Existence of school**	

	Yes	1
	No	0
(b)	**Level of Education**	
	Primary	1
	High school	2
	Inter	3
	Degree	4
(c)	**Any other program launched**	
	Score as per programme	
(d)	**Participation**	
	Yes	1
	No	0
26.	**IRDP**	
(a)	**Awareness of IRDP**	
	Yes	1
	No	0
(b)	**Score of Awareness**	
	TV	1
	Radio	2

	News paper	3
(c)	**Any financial Assistance Received**	
	Yes	1
	No	0
(d)	**Any new trade started**	
	Yes	1
	No	0
(e)	**Income increased**	
	Yes	1
	No	0
27.	**TRYSEM**	
(a)	**Awareness of TRYSEM**	
	Yes	1
	No	0
(b)	**Source of Knowledge**	
	Radio	1
	TV	2
	Newspaper	3
	Other	4
(c)	**Any Training School opened**	
	Yes	1

	No	0
(d)	**Type of Training**	
	Score as per Training	
(e)	**Undergone training**	
	Yes	1
	No	0
(f)	**If yes any new trade started**	
	Yes	1
	No	0
(g)	**Income increased**	
	Yes	1
	No	0

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